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TERRITORY OF DAKOTA, 1888.

FIRST BIENNIAL REPORT

OF THE

TERRITORIAL BOARD OF EDUCATION.

NINETEENTH ANNUAL REPORT

OF THE

TERRITORIAL SUPERINTENDENT.

Submitted to the Governor, December 31, 1888.

ABERDEEN, DAKOTA
SHOALS PRINTING COMPANY.
1888.

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TERRITORY OF DAKOTA,

DEPARTMENT OF PUBLIC INSTRUCTION.

REGISTER OF THE DEPARTMENT,

TERRITORIAL BOARD OF EDUCATION.

EUGENE A. DYE, *President;* GEORGE A. MCFARLAND, *Secretary*;

FRANK A. WILLSON, *Vice President.*

EUGENE A. DYE, *Territorial Superintendent of Public Instruction.*

O. L. WILLIAMS, *Typewriter and Stenographer.*

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TERRITORY OF DAKOTA,

Department of Public Instruction.

BISMARCK, December 31st, 1888.

To His Excellency,
Louis K. Church,
Governor of Dakota:

SIR:—In accordance with the requirement of Section 1783, Chapter 17, of the political code, we have the honor to submit the First Biennial Report of the Territorial Board of Education, for the years ending June 30th, 1887, and June 30th, 1888, accompanied by the exhibits named on the following page.

We are very respectfully yours,

EUGENE A. DYE,
GEORGE A. MCFARLAND,
FRANK A. WILLSON,
Territorial Board of Education.

GENERAL CONTENTS.

Biennial Report.
Recommendations.
Statistical Tables, 1887.
Statistical Tables, 1888.
Statistical Tables of Cities, Towns and Villages not otherwise reported in 1888.
General Reports of County Superintendents.
General Reports of City Superintendents.
Course of Study.
Normal Schools.
Normal Departments.
Institutes.
Reading Circle.
Territorial Certificates.
County Examinations.
Universities.
Agricultural College.
School of Mines.
Denominational Schools.
Decisions in Cases of Appeal,
School Lands.

REPORT.

We are pleased to report that for the two years ending June 30, 1888, the educational work of the territory makes a magnificent showing, notwithstanding many serious obstacles. The law, now in force in seventy-one counties, was enacted within the biennial period. A clause in the law provided that it should take effect and be in force from and after its passage. For months school officers struggled with the administration of a school law of whose provisions they were ignorant, and during the entire period have been obliged to give their best effort to the study of the law and to educating the people in its provisions. The law was prepared and passed through the various stages of legislation with much haste, and consequently there is a want of harmony in many of its parts that has had the effect of impeding the work of subordinate school officers and greatly augmenting the work and correspondence of county superintendents and of this office. The so-called district law, in force in fifteen counties, is now so confused by reason of repeated enactments, repeals and re-enactments that no one can determine just which clauses now stand as law and which do not. The Revised Code of 1887 offers us no relief. It has, therefore, been impossible to administer the school affairs of these counties according to law. Many disputes have arisen, and in all such cases the unwritten, rather than the written law, has been the guide of school officers. By these conditions of our laws, the vigor and energy of our educational work has been much hampered, and the progress not what it might have been under other and more favorable circumstances.

The statistical returns made by county and city superintendents and other school officers have been carefully tabulated, and are printed herewith for the inspection of all who are interested in our educational work. It will be observed that only eighty-two of the eighty-six organized counties are credited with statistical reports for the year ending June 30, 1888. No reports were received at this office from the counties of Campbell, Mercer, Ramsey and Ward. In making our summaries, these counties are credited with the report made the previous year, although in some of them there has been much growth. Reports from the towns of Mandan, Woonsocket and Valley City have not been received. With the exceptions named, this report may be said to cover all the common school interests of the territory, and, in the main, is as correct as such reports usually are.

The following tables of comparative summaries are for the five years ending respectively, on June 30, 1884, 1885, 1886, 1887 and 1888. They show the growth for that period. If these tables are carefully read some striking facts will appear.

EXHIBIT OF COMPARATIVE SUMMARIES.

Report for the year ending June 30th.	1884.	1885.	1886.	1887.	1888.
Number of towns reporting	65	76	83	86	82
Number of school township	567	781	865	923	947
Number of school districts organized.	1,042	1,062	1,150	1,107	1,194
Number graded schools	69	201	339	128	147
Number rooms in same					449
Number ungraded schools	1,930	2,988	3,565	3,920	3,977
Total	1,990	3,279	3,900	4,048	4,124
Number of school houses built in year	722	895	629	381	266
Whole No. school houses in territory:					
Graded	72	100	116	134	163
Ungraded	1,849	2,629	3,351	3,730	3,939
Total					4,102
Total value of school houses, sites and furniture	$1,689,658	$2,187,850	$2,989,696	$3,125,126	$3,298,871
Total seating capacity of school houses	69,560	90,227	110,111	120,256	140,466
Number teachers employed:					
Male	863	1,284	1,614	1,724	1,802
Female	2,048	2,861	3,441	3,784	3,965
Total	2,911	4,135	5,055	5,508	5,744
Average monthly wages:					
Male	$38.43	$38.23	$35.42	$36.16	$36.25
Female	$31.71	$31.29	$30.92	$31.38	$32.84
Whole amount paid teachers:					
Male					$243,959.18
Female					$499,290.85
Total	$394,785.47	$500,081.26	$691,407.26	$727,374.92	$859,271.93
Number of persons in territory between 7 and 20 on June 30th:					
Male					55,713
Female					54,577
Total	77,499	87,563	103,383	108,240	116,129
Whole No. different pupils enrolled:					
Male					47,823
Female					42,811
Total	50,031	69,074	82,866	89,750	93,826
Average daily attendance					53,211
Percentage or children of school age attending school	65	79	80	83	81
Average cost per month of each pupil enrolled	$2.20	$2.28	$2 53	$2.59	$2.70
Per cent attendance	65	63	66	66	67
Number of certificates issued during the year:					
First grade	579	398	365	441	246
Second grade	861	835	942	1,081	1,442
Third grade	1,026	1,167	1,375	1,792	2,153
Probation	605	486	535	196	
Total	3,011	2,901	3,268	3,316	3,851
Number of applicants for certificates rejected	407	404	493	409	493
Amount of institute fees paid by applicants for certificates	2,888	2,961	3,198	3,638	4.243
Amount of institute fund on hand	$1,897	$2,521.54	$2,925.87	$3 258.11	$2,135.87
Number of unexpired certificates					3,954
Number of different schools visited by county supt. since July 1st	1,640	2,408	2,924		3,518
Whole No. of visitations of schools by superintendent since July 1st	2,806	3,360	4,328		4,924
Number county institutes held:					
Past year	39	38	53		135
Entire number					334
Number of sessions of county teachers' associations in school year	70	116	198		139
Number of township teachers' ass'ns					115
Total number of meetings past year					2.4
Amount received by county superintendents as salary for year					$9,182.18
Total received including office exp's	$32,639	$37,652.62	$49,315.74	$51,772.79	$58,987.38
Number territorial teachers' association meetings	2	2	2	2	2
Av.cost for each pupil in enumeration					$2.15
Averhge No. of days school was taught	101	99	110	109	106
Total amount of outstanding bonds	$1070565.00	$1662581.77	$2013831.72	$2300236.20	$2420866.50
Total amount of outstanding warrants	$3603776.68	$353,628 65	$324,400.92	$142,529.55	$352,624.49
Total indebtedness					$2774190.99

No. of school houses built of sod	15
" " " log	65
" " " stone	4
" " " brick	27
" " " wood	3,575
No. having no privy	71
" one privy	875
" two or double privy	2,952
No. having no blackboard	61
No. of schools without dictionary	1,034
Average rate interest on bonds	7.5
No. mills School township tax levy	13.7
No. of Pupils studying each of the following studies:	
Reading	80,115
Writing	70,771
Spelling	70,075
Arithmetic	63,555
Geography	41,992
Grammar	29,465
History	17,550
Physiology aud Hygiene	38,422
Civil Government	1,318
Algebra	738
Geometry	92
Book-keeping	516
Natural Philosophy	254
Drawing	2,963
No. acres school land in Territory	1,715.009
Average value per acre	$5.56
Total value of all school lands in the Territory	$9,550,713
No. acres school land cultivated	96,799
No. districts having 6 months or more of school	2,497
No. districts having 4 months or less of school	1,367
No. districts having no school	150
No. of visits of county superintendents	4,784
No. visits of sub-directors	4,414
No. schools having libraries	217
No. volumes in district libraries	4,937
Total amount paid and due school officers for services and expenses,	
Clerk	$19,697.31
Treasurer	$19,191.31
Sub-Directors	$ 6,605.05
Total	$51,215.28

RECEIPTS FOR COMMON SCHOOL PURPOSES FOR FIVE YEARS.

Report for the year ending June 30.	1884	1885	1886	1887	1888
Balance on hand	$123,491.89	$262,554.23	$28,082.11	$395 507.29	$320,875.43
Amou t received from special tax	60 ,876.18	670,580.39	1,116,002.61	1,000,450.45	1,372,943.42
Amount received by apportionment	305,242.22	360,379.37	367,876.43	276,378.53	390,690.72
Amount received during year f om sale of bonds	572,952.07	608,725.71	428,588.66	195,428.62	123 807.19
Amount received from all other sources		38,092.08	49,315.74		78,147.18
Amount received from sub-district tax					5,306.16
Total recei ts to June 30	$1,603,562.88	$2,141,756.79	$2 349,265.54	$1,846,908.15	$2,291,770.10

EXPENDITURES FOR COMMON SCHOOL PURPOSES FOR FIVE YEARS.

Amou t paid for school houses	$631,962.83	$694,659.84	$575 468.95	$339,700.87	$173,355.27
Amoun paid for school house sites					8,858.51
Amount paid for furniture					61,683.45
Amount paid for apparatus					51,482.12
Amount paid for teachers' wages	394,785.47	500,081.26	691,407.26	727,374.92	937,717.15
Amount paid as interest on bonds	73,779.22	141,188.53	165,145.51	167,837.47	192,951.67
Amount paid for redemption of bonds					37,065.26
Amount paid for services of school officers					51,002.41
Amo int paid for incidental purposes	135,406 70	182,791.43	216,582.19	252,002.47	
Amount paid for purposes not before included	70,944.50	75,974.26	159,939.03	64,908.87	313,917.62
Total expenditures for common school purposes	$1,306,878.72	$1,594,695.32	$1.808,542 9	$1,553,573.88	$1,828.033.46
Cash on hand Ju e 30	296.684.16	547,061.47	540,722 60	293.334.27	463,736.64
Total to balance receipts	$1,603,562.88	$2,141,756.79	$2.349 265.54	$1,846,908.15	$2,291,770.10

TOTAL RECEIPTS FOR SCHOOL PURPOSES FOR FIVE YEARS.

Report for the year ending June 30.	1884	1885	1886	1887	1888
Total receipts for common school purposes	$1,603,562.88	$1,960,331.79	$2,289,865.54	$1,846,908.15	$2,291,770.10
Received from appropriations	.....	181,425.00	59,400.00	293,506.99	314,857.04
Total receipts for the year	$1,603,562.88	$2,141,756.79	$1,349,265.54	$2,140,415.14	$2,606,627.14

TOTAL EXPENDITURES FOR SCHOOL PURPOSES FOR FIVE YEARS.

Expended for common school purposes	1,306,878.72	1,594,695.32	1 808,542.94	1,553,573.88	1,828,033.46
Expended for institutes	1,000.00	439.46	2,793.67	3,305.76	9,354.44
Paid county superintendents by counties	32,639.00	37,652.62	49,315.94	51,772.99	58,987.38
Paid territorial board of education	.....	.....	.....	1,354.00	5 500.00
Expenses of territorial board of education	.....	.....	.....	750.00	3,000 00
Tuition of pupils in normal departments	.....	.....	.....	.....	3,940.22
University of Dakota	30,000.00	39,400.00	11,550.00	29,100.00	29,100.00
University of North Dakota	30,000.00	48 700.00	13,700.00	32,000.00	32,000.00
Dakota Agricultural College	20,000.00	33,700 00	11,800.00	48,750.00	48,750.00
State normal school	7,000.00	23,600.00	7,000.00	30,200.00	30,400.00
Spearfish normal school	5,000.00	2,500.00	2,500.00	23,200.00	23,200.00
Deaf mute school	.....	16,000.00	.....	28,125.00	28,125.00
School of mines	.....	12,750.00	4,750.00	21,500.00	21,500.00
Reform school	.....	.....	.....	21,000.00	21,000.00
Territorial superintendent	1,875.00	1,500.00	1,500.00	1,125.00	.....
Expense of his office	1,000.00	1,500.00	1,500.00	1,125.00	.....
Total expenditures	.....	$1,814,212.40	$1,917,258.68	$1,564,077.53	$2,142,890.50
Balance cash on hand	276,684.27	327,244.39	432,006.86	308,827.99	463,736.64
Total to balance receipts	$1,603,562.88	$2,141,756.79	$2,349,265.54	$1,873,905.52	$2,606,627.14

The table accompanying this report, compiled from the annual reports of county superintendents for five years, gives a quite complete exposition of the educational work in Dakota for that period, so far as that work can be shown by statistics. These summaries are before you, and we wish to draw your attention to some facts they show.

RECEIPTS AND DISBURSEMENTS.

Total receipts for school purposes for the year ending June 30, 1887	$2,140,415.14
Total receipts for school purposes for the year ending June 30, 1888	2,606,627.14
Increase for one year	$466,212.00
Total disbursements for school purposes for the year ending June 30, 1887	$1,564,077.53
Total disbursements for school purposes for the year ending June 30, 1888	2,142,890.50
Increase for the year	$578,812.97

The entire amount of money expended for education in Dakota, for the year ending June 30, 1888, was $2,142,890.50. This exceeds the sum expended in any previous year by more than a quarter of a million dollars. These figures do not include the amount expended to sustain the private schools of the territory, but represent the amount expended for free public education in Dakota. Of the entire amount expended, $2,142,890.50, for education, $1,8 ,033.46 was expended for the common rural and city schools, while the balance of about three hundred thousand was expended for the state institutions for higher education. These figures show as well as anything can the hold which public education has upon the people of Dakota Nearly the whole amount has been raised by direct taxation, and the assessments have been made by officers who are very near to the people. No year since our school system was established has shown a more healthful growth than the year ending June 30, 1888.

SOME DISCREPANCIES.

A careful examination of the table on page 8, showing the receipts and disbursements for the five years ending June 30, 1888, will reveal some remarkable discrepancies. The statistics there shown are compiled from the annual reports of the county superintendents, and these, in turn, are compiled from the reports of township clerks, in township counties, and from district clerks, in district counties. These reports are required to present to this office a balanced statement of receipts and disbursements for public school purposes in the various corporations. Each report shows the money on hand at the beginning of the year, and the balance on hand at the close of the year. This last balance goes into the next report, and becomes the amount on hand at the beginning of the next year. In comparing these reports for the several years shown in the table above referred to, we have found some startling differences. The

following table of comparisons will show these discrepancies for the past five years. Remembering that the "balance on hand at the close of the year" becomes "money on hand" at the "beginning of the next year," it will be easy to understand the statements set forth in the following table:

Balance on hand June 30, 1884	$296.684.16
Money on hand July 1, 1884	262,554.23
Discrepancy (loss)	$34,029.93
Balance on hand June 30, 1885	$547,061.47
Money on hand July 1, 1885	328,082.11
Discrepancy (loss)	$218,979.36
Balance on hand June 30, 1886	$540,772.60
Money on hand July 1, 1886	295,507.29
Discrepancy (loss)	$145,215.31
Balance on hand June 20, 1887	$293,334.27
Money on hand July 1, 1887	320,875.43
Discrepancy (gain)	$27,541.16

When it is considered that the summaries in the table are made up from the reports made by eighty-six county superintendents, based upon the returns from 947 township clerks and 1194 district clerks, nearly all of whom are unaccustomed to keeping accounts, and unacquainted with business forms and business methods, the results are not so surprising. Our present system of reports is very faulty, and when checks and balances are incomplete in financial returns, much confusion and some dishonesty must occur. It is due our school treasurers to say that some of their reports show a greater sum on hand than the report of the year before calls for. Very few of them have any suspicion of fraud laid at their doors. The larger part of the discrepancy is, no doubt, due to carelessness and want of information in methods of book-keeping. As a body, they are honest men, and worthy of commendation for discharging their duties and caring for large interests for insufficient compensation. But it would be strange if, in a body of over two thousand men selected at random and with little thought of qualification or business integrity, scattered all over the territory, there should not be found some dishonest ones. In the above table, out of four instances, three show a loss to the territory, and in the latter there is some doubts as to the correctness of the amount left on hand June 30, 1887. Then, too, when an officer finds that he cannot balance up at the close of the year, it is quite likely that even honest men prefer to let the school corporations take the chances of the loss. But whether the discrepancies shown above are due to fraud or carelessness and ignorance makes no difference to the tax payers. In either case the tax payers are the losers, and the conclusion is that there should be a change in our system of records and reports.

It is a fact that our school system is weighted down with officials. It is the

duty of the township and district treasurers to draw from the county treasurer the moneys belonging to the corporations they represent and to pay the same out on the order of the clerk and chairman of the school board. The county treasurer must keep separate accounts with the various school townships in the county, and it seems to us that he could just as well pay the warrants of the clerk and chairman as to transfer these functions to more than two thousand other disbursing officers, who are required to handle about two million dollars annually. These local officers are required to keep separate funds but the fact is most of them do not know to what funds the money they receive belongs, and cannot show "the sources from which the money has been received." Their funds are interchanged and confused, and many other irregularities occur that would be avoided by making the county treasurer *ex officio* the treasurer of all the school corporations in the county. Under disbursements by this officer there would be no diversion of funds from the special purpose for which they are raised; debts would be paid promptly when funds are in the treasury; districts would be protected by ample bond against loss; and the vexatious delays now frequently occurring through the neglect or failure of township or district treasurers to qualify or give bond would be unknown. A system of warrant registration by the county treasurer, who is generally a man of business habits, would not only afford a protection against overpayments from the several funds, but give an equitable order of priority of claims against the school corporations. To effect the change here suggested would require but little change in the law, as no requirements are made by the present law that cannot be performed by the county treasurer. Some may hold that this change would require the teacher to make a monthly visit to the county seat, and that such unnecessary travel would be expensive and burdensome to the teachers and others having claims against the school corporations. So it is unjust to require the members of our board to make a trip to Bismarck each month to draw our salary. But we do not make the trip and rarely are obliged to pay exchange. The county warrants could be issued in the same way, and in case of payment by the county treasurer a check could be issued, payable at some bank in the county where county funds were on deposit. With our present system of records and reports it is impossible to secure an economical and correct management of our school finances. As more public money is expended each year for educational purposes than for any other, no question connected with legislation is of greater importance than this, and we hope the plan here hinted at will be carefully considered by the legislature, to the end that our school finances may be conducted on business principles and with no danger of loss.

INDEBTEDNESS.

Total amount of outstanding bonds	$2,420,866.50
Total amount of outstanding warrants	352,624.49
Total indebtedness	$2,773,490.99
Cash on hand June 30th, 1888	463,736.64
If cash were applied there would remain a debt of	$2,309,754.35
Increase of bonded indebtedness	$120,630.30

The financial condition of most of our school corporations is very good. The amount of outstanding warrants is not large, and they are good for their face value and are easily sold at a small discount. The school bonds find ready sale at their par value, and in many instances are sold above par. The unpaid warrants draw interest at 8 per cent, and the bonds vary from 7 to 8 per cent, the average being 7½ per cent. The interest on bonds is usually paid promptly when due, and the bonds are in most counties canceled at maturity. During the past year several firms have complained to this office of the delay of townships in paying interest on bonds. We have done what we could to call the attention of local officers to this neglect, and urged them to be prompt in paying all obligations as the only means of sustaining the credit of our school corporations among bond purchasers. Because of conflicting clauses in our school-bond law, considerable uncertainty has been felt as to who are the proper officers to sign the bonds, consequently dealers have not been so anxious to purchase school bonds as in former years. The Territorial Board of Education has done what it could to discourage the issue of bonds, and in no year in our history have so few bonds been placed upon the market. Those that have been sold have commanded good prices. The amount of outstanding warrants is gradually becoming smaller, and the business of the corporations is generally conducted upon a cash basis. The Board of Education and county superintendents, co-operating, have done what they could to prevent extravagant and useless expenditure of the funds raised for school purposes. As a result the financial condition of our school corporations is prosperous and improving. You will doubtless remember that in changing the school law, at the last session of the legislature, no change was made in the bonding law. To this fact is due the uncertainty above referred to, as to who is authorized to execute bonds. The bonding law should be changed to conform to the special features of the present school law. If the duties of the township treasurer are transferred to the county treasurer the interest on bonds will be paid more promptly when due. A complete record will be kept of the bonds outstanding, and the general credit of the school corporations will be better than under our present system.

SCHOOL LANDS.

Number of acres school land in Dakota	1,715,009
Average value per acre	$5.50
Total value of school lands	$9,550,712
Number of acres of school lands cultivated	96,799

The above are the summaries taken from the annual reports of the county superintendents of seventy-eight counties. Seventy of the same counties in 1887 reported 3,684 sections of school land or 2,347,760 acres. The latter is probably the more correct estimate. The two reports thus brought together show quite plainly the general want of information about the school lands. Even the county superintendents, who are supposed to make a special study of such subjects, seem to have very little definite information regarding them.

As the time of state-hood approaches our people should be made better acquainted with the extent of this gift of lands and its bearing upon education in the future. There should be a general discussion of methods of disposing of the lands and of investing the funds derived. The whole history of school lands in other states has been one of extravagance, waste, fraud and disappointment to the friends of education. Is the history of school lands in Dakota to be a page in the same book, or will our people profit by the experience of other states, and handle the school land question in a manner that will insure them free public schools forever, and without the severe burdens of direct taxation. We believe the lands should be forever held in the name of the state, and as the same position is held by Gen. W. H. H. Beadle, ex-Territorial Superintendent of Public Instruction, and as his acquaintance with the school land question is probably not exceeded by any citizen of Dakota, we have asked him to outline the plan of "Long Lease" of school lands. His paper accompanies this report as Exhibit No. 18. We commend the plan to your consideration. The protection and management of the school lands is the greatest question presented to the new state. Their present great value offers an inducement to corruption and fraud that is not easily controlled, and especially is this true when so much of the land is already occupied and cultivated. In the settlement of the question the integrity of our statesmen will be tried more severely than by any other, and if they prove faithful to this important trust Dakota will have accomplished a work that has no parallel in history. It is a question that invites the fullest and freest discussion, and a general acquaintance with the problem on the part of the people is the only safeguard. We hold that the following principles should govern the disposal and management of the lands:

1st. They were given by the general government for the establishment of a permanent fund, that should never be reduced but may be increased.

2nd. That whether sold or rented they should be disposed of in such a manner as will make the largest possible returns in the interests of education.

3rd. They are granted for the benefit of the common schools, as is shown by the fact that special grants have been made for the benefit of universities, normal schools and agricultural college.

4th. Dakota ought to be guided by the experience of older states.

5th. That she has at present the right, and it is her duty, to exercise police power to prevent despoliation and occupation of these lands.

6th. The whole school land question is a state question.

If the fund is to be a permanent one we feel sure that it will be safer if left in lands to which the state has the undisputed title, than if invested in securities that constantly fluctuate in value, and make loss possible, if not probable, and give opportunity for fraud. If left invested in the land the loss can never exceed one year's income, and the principal is always growing, while in the other case some of the principal may be lost and the rate of interest is always decreasing.

Inasmuch as only the income is to be expended, we feel sure that the rental of the lands will make a larger income for school purposes than the interest on the fund if invested in other securities.

If the history of this question is to be a "lamp to our feet" we cannot see what there is to encourage us if the plan of selling the lands, as in the case of other states, is to be followed by Dakota. No state with whose history we are familiar has tried the plan of renting lands. It seems to us an experiment worth attempting, in view of the fact that there is nothing hopeful in the other plan.

We would commend this subject to the most earnest consideration of yourself, the legislature and the people. There are many courses open to adoption, but it seems certain that the constitution should make strong provisions against waste, and if Dakota is to be divided, both constitutions should be clear and strong upon the subject of school lands. In the mean time, we are convinced that the legislature should take immediate steps to prevent further trespass upon these lands by providing penalties for trespass, occupation, or cultivation. This, we feel sure, the territory has a right to do. We also think that congress should be importuned to grant authority to rent the lands for periods of one year each, during such time as we may yet remain under the territorial form of government.

Some further information concerning the school lands, gleaned from the reports of county superintendents in 1887, and printed as a part of your report to the Secretary of the Interior, forms a part of Exhibit No. 18, and accompanies this.

Number of organized counties	86
Number of county superintendents' reports received	82
Number received September 1st, as required by law	20

Less than one-fourth of the reports were received at this office at the time prescribed by law; the difficulty in most cases being that reports from township and district clerks were not made in time. The business of the school townships closes with the annual meeting in July, and business of school districts with the annual meeting in June, and the reports of the clerks are due to the county superintendents immediately thereafter. It is safe to say that very few of these officers report on time. The importance of prompt reports on the part of officers will be better understood when it is remembered that on each even numbered year the term of office of the county superintendent ends with the month of September, and his report, if made at all, must be in this office before that time, and should be sent in before the first of the month. The complaint is general among superintendents that clerks' reports are incomplete, inaccurate and very difficult to obtain. In most of the states there are state funds to distribute, and the disbursement of these funds is based upon the clerks' reports. Failure of the clerk to report forfeits whatever title the district or township may have to a share of the state apportionment, while inaccurate returns by clerks vitiate the distributions among districts, as imperfect returns by county superintendents vitiate the distributions among

counties. The anxiety of the people and officers to obtain a fair share of the public funds corrects this evil. In Dakota there is no such influence bearing upon them. The records of a large majority of the subordinate officers are kept in a loose and irregular manner, and, to a failure to make the proper reports, no penalty attaches. This loose and inaccurate way of conducting the school business works great injury to the public service and should be corrected by appropriate legislation. We are pursuaded that a general provision for a territorial school tax, the distribution of which was based upon these reports, would have a large corrective influence and would be still more valuable to the educational work of the territory, in helping to sustain the schools of the poorer and more sparsely settled communities, and would bring our schools more nearly to the same level of efficiency. In a few localities this year no school is held because of failure of crops and other causes. A state tax would, in a measure, provide for such cases. If this cannot be accomplished for the present, we would advise that the law be so amended as to make the payment of the clerk's annual salary conditional upon his holding a receipt from the county superintendent for his seasonable report, and also that a more explicit provision be made authorizing the county superintendent to inspect the books of subordinate officers at such time as he may deem necessary and give such assistance as the case may require. We have held that the law now gives such authority to the county superintendent, but in lieu of an explicit statement in the law, many superintendents have been diffident about exercising this authority,and subordinate officers in a few instances have regarded the exercise of it as unwarranted by the law. The law now provides that no order shall be issued by the Board of County Commissioners for the payment of the account of the county superintendent for the last quarter of the year unless the latter has transmitted his report to the Territorial Board of Education and produces a receipt for the same. Some power should be given this office to enforce this provision. It does not seem to be regarded by county superintendents and county commissioners as it should. We have yet to learn of a case where a non-reporting superintendent has failed to have his final account allowed. We hope the next legislature will endeavor to correct the law in these respects.

SCHOOLS AND SCHOOL HOUSES.

Number of organized schools	4,124
Number of schoolhouses	4,102
Total value of permanent school property	$3,298,871

By the above it will be seen that there are only about 22 schools in the territory now unprovided with schoolhouses, and that the average value of our schoolhouses is $802. This is no doubt an over estimate. The whole number of houses built during the year is 266, a number considerably smaller than for previous years; but this decrease is due to the fact that all organized counties now have school facilities about sufficient for the present school population. The Commissioner of Immigration estimates the present population of Dakota at 640,823. Granting this to be a correct estimate, the average population to

each schoolhouse is 156, and the average number of persons of school age per schoolhouse is 28. It will be seen from these statements that the children have no reason to complain of their advantages for attendance at school. In the total value of her permanent public school property, Dakota exceeds all the territories and all of the states except 14. The value of school property per capita in Dakota is $14. Thirteen of the states, only, make a better showing. But while our showing is comparatively very good, and our schoolhouses quite numerous, there is still much lacking in our schoolhouse building. As a rule our houses are small, and many of them not properly constructed or sufficiently comfortable for our rigorous climate. Many schoolhouses are built with reference to the profit of the contractor rather than to comfort and convenience. The health and safety of pupils and teachers demand a comfortable building, and the refining influences of architectural beauty and convenience of plan and equipment on the youthful mind are not to be ignored. The day is soon coming when school taxation will not be so burdensome as at the present time, and more money can be expended on our schoolhouses. Some steps should be taken immediately to regulate the building of houses. It is not uncommon to see houses placed upon insecure foundations, and the cold winds of winter circulating beneath them without break or hindrance. This is partly due to the frequency with which many schoolhouses are moved to new locations. The extreme cold and the severity of some of our winter storms imperatively demand that every possible precaution be taken to prevent exposure and loss of life. Houses should be erected upon substantial foundations, and should in all cases be provided with a fuel pit or cellar beneath the houses, so that there will be no necessity for leaving the building in severe weather to secure fuel. A storm door or porch should be provided for each house, opening outward, and a guiding fence should extend from the rear of each house to a point midway between the outhouses, to prevent children from getting lost in storms, and built high enough to serve as a screen to separate the sexes in their passage to and from the outhouses. We desire to emphasize the importance of some legislation looking to uniformity in this matter. Something definite should be done to improve present schoolhouses and to make sure that these features are not neglected in future buildings. Legislation of this kind is now quite common in New York and many other states east of us.

The last legislature very appropriately authorized this department to "adopt the best plans and specifications for the construction of schoolhouses, and to furnish the same to the various school boards of the territory, when needed, free of charge." This is a very proper provision, but, owing to the fact that no appropriation was made for the purpose, this department has been able to do nothing, although the calls for plans and specifications have been numerous and urgent. The law on this point is very good, so far as it goes. We would advise a small appropriation for the purpose, to be expended by the board of education in procuring a variety of plans adapted to our particular needs. The law should then be so amended as to enforce the use of some of the plans so furnished. The result would no doubt be a great saving. As it is,

each school board follows its own plan, and some of them build a neat, convenient, well-furnished house for $500, while other boards expend twice the sum and have little to show for it. We feel sure that the plan will insure a greater attention to the lighting, heating, ventilation and sanitary condition of the rural schoolhouses. The state has the undoubted right to compel attendance at school, but it is no less the duty of the state to protect the health of the children. We would earnestly suggest this whole subject to the considerate attention of yourself and the legislature.

OUTHOUSES.

Number of schools having no privy	71
Number having one privy	875
Number having two or a double one	2,952

These statements to the casual reader are no doubt unimportant. But to the educator who looks for their influence upon the minds and future lives of children they are fraught with deeper meanings. Our children are sent to school to be educated. Their health, their minds, their tastes and morals are all to receive proper training and cultivation. Yet, in fair, progressive Dakota, 71 schools are unprovided with the commonest necessity, a privy, and at 875 of these schools the sexes must be mingled in the use of the same privy. It is a burning shame, and a disgrace to our civilization and to our progress and enterprise as a people. All of this must be endured at the price of modesty, purity and chastity. It is time something was done. This is not a new theme but an old one. It has long been known to educators that the out buildings of our rural schools and smaller villages are the chief sources of the corruption of our children's morals. It is not enough that we teach good morals and gentle manners in the school house. The surrounding conditions should be such as to contribute to this end. The out-buildings should be kept clean and neat and as free from immoral suggestions as possible. The aim should be to protect the health of our children and to teach them habits of decency and rectitude and not to sow in their minds the seeds of shame and crime. We ask some legislation that will have the effect of preventing the intermingling of the sexes in the use of the closets and that will make it the duty of some one to keep them free from demoralizing and unhealthful influences. We cannot do better than to follow the advice of the state board of health to Hon. A. S. Draper, state superintendent of public instruction of New York:

"Closets should be provided for each sex, entirely separate from each other, and having entirely separate means of access. When situated outside the building, they should be about fifty feet distant.

Privy vaults should be utterly abolished. Movable boxes or buckets should be placed under the seats and earth or ashes provided as a deodorant. Buckets should be cleaned out at least once a week.

In addition to his other legal powers over schools the superintendent of public instruction should have authority to oblige school trustees to make improvements or repairs in school buildings for sanitary purposes whenever the local board of health considers such necessary."

We think it should be the duty of the county superintendent to inspect the school grounds and building and that he should be granted the authority to order school boards to make such repairs and changes as the health and good order of the school demands. The legislation in this line should be general, but simple and clear, and the penalty for non-compliance both severe and easy of application, so that these evils may be promptly eradicated.

MATERIALS OF SCHOOL HOUSES.

Number of school houses built of stone	4
Number built of sod	15
Number built of brick	27
Number built of log	65
Number of frame buildings	3,685
Number not reported	316

These statements are interesting as showing that the primitive structures are fast giving way before the more permanent houses. In the matter of improvement of houses and grounds there are many signs of encouragement. School property is generally well cared for. Many structures are roughly constructed and many are still in an unfinished condition. We think that the uniform series of plans advised in another paragraph will do much to prevent fraud and general neglect in the erection of school houses.

EQUIPMENT OF SCHOOLS.

Number of school houses having no blackboard	61
Number without a dictionary	1,034
Number of schools having libraries	217
Number of volumes in school libraries	4,937

These items have not been required in previous reports so that we have no basis for comparison. Blackboard surface is the most necessary piece of furniture. Yet we find 61 schools without it. This fact is due, doubtless, to two principal causes, viz: neglect on the part of school officers and parsimony in their management of the schools. Blackboards abundant, erasers and crayons are an absolute necessity in every school. Of the whole number of schools 1,034 are without a dictionary. The habit of referring to this volume is one of the most desirable for the student to acquire, and a correct use of our language is one of the prime marks of scholarship and culture. We believe, therefore, that every school should be provided with a copy of Webster's Unabridged Dictionary. It would be well if this office were instructed to procure these books at the most favorable rates obtainable, and furnish them to the schools at the same rate. The plan has been in very successful operation in many of the states.

The number of school libraries is reported at 217, and the number of volumes in the same 4,937. These figures indicate simply that a beginning has been made. The number of libraries will multiply rapidly. Could we compare these numbers with former years we would no doubt find a very healthful growth. We have in all cases encouraged local officers to take advantage of the present law regarding libraries, believing that good libraries in the hands of our youth are a potent influence in developing their minds and moulding character.

LENGTH OF SCHOOL TERM.

Number of districts supporting no school during the year.....	150
Number having four months of school or less.....	1,367
Number having six months or more.....	2,493

This showing is very satisfactory in that the number of districts supporting schools for the long terms is much the greatest, but no person who regards free education as the safeguard of our happiness and liberties as a people, can but sincerely regret that our law is such as to permit entire failure to sustain school in 150 of our districts, and that 1,367 have sustained less than four months each. We recognize the influence of education upon the individual, in the family, the church and society, but do we not overlook the fact that it is the defense of the state? Education is in the highest sense the charge of political society. It is so important an agency to justify compulsion on the part of the state. To education the state must look for trained patriotic citizenship, for the promotion of morals among the people and for assurances for continued progress in everything that is wise and beneficent in our present civilization. The state should guarantee to every child a good education, and compel the attendance of those who would voluntarily absent themselves, or whose parents, through motives of avarice or neglect, would prevent attendance. The obligation of free education is with the *state*, and no local influences should be permitted to deprive any child within the state of some opportunity for at least an elementary education. It may be opposition to free public schools, it may be poverty caused by drouth or cyclone, it may be extravagance in taxation, it may be the general neglect of local officers; no matter. In any case the state should step in with some funds and provide a school for a short time, and enforce the attendance of all children of school age. The support of schools should be on a firmer basis than that of local taxation alone. The basis of taxation for the support of public schools may vary between two extremes. It may be a uniform state tax, or it may be a district tax, levied by district officers and expended by the same. All things considered, that plan must be regarded as the best and safest which combines the largest amount of local responsibility and interest with the surest means of support, the longest term of school, and the most equitable adjustment of the burdens of taxation within the state. As measured by this standard, our system is somewhat faulty. One hundred and fifty districts have had no school, while many have supported nine, or even ten, months. These 150 schools should have some state money to expend, and it should be expended under the direction of the county superintendent. Frequent complaint is made to this office that district officers will not levy sufficient tax to provide schools, and in a few instances similar complaints have been made regarding township officers. The remedy seems to be, to so amend the law that at least five months shall be required in every district in the territory, and the county superintendent be empowered to enforce the execution of the law. The law should make it more difficult to subdivide the districts and townships, and forbid the formation of corporations with less than a definite property valuation.

This minimum should be made as safe as possible. The cause of failure to support schools is due in part to the large number of financially weak districts. In view of this failure, it seems conclusive that the larger and stronger the corporation the more certain the means of support. With the amendments indicated in this paragraph, we think the next report will not show so many districts without schools.

The average number of days of school for the territory, for the year 1888, is 106, a decrease of three days, as compared with 1887. The decrease is largely due to the failure of crops in a few of the newer counties. McLean county reports the highest average, 143 days, and Bottineau the lowest average, 63 days of school for the county.

Whole number of persons between 7 and 20 years of age	116,129
Increase during the past year	7,889
Whole number of pupils enrolled in the schools	93,826
Increase during the past year	4,076
Per cent. of children of school age attending	81
Decrease, over 1887, of	2
Per cent. of daily attendance on enrollment	67

These statements show a very healthful growth in the number of children of school age, and in the number actually attending the schools; but a careful study of the figures will show that the latter does not keep pace with the former. The school census of 1888 is 107 per cent of the census of 1887, while the enrollment of 1888 is but 105 per cent of the enrollment of 1887. The same fact is shown in the table of summaries in another way. The per cent of children attending in 1887 is 83, as compared with 81 in 1888. Now this means that a smaller per cent of the children of the territory are enrolled in the public schools, and, taken in connection with the fact that we have a compulsory clause in our school law, it is all the more remarkable. The conclusion is not, however, that the compulsory law is entirely a dead letter. We know of some cases it has reached quite effectively; but, as a rule, the compulsory clause is not enforced. But the above statements show that, while a smaller proportion of the children attend our schools, those who are enrolled attend more regularly, there having been a gain of one per cent in this regard over 1887. It does seem that more than 81 per cent of the children of the school age ought to be brought into the schools. The compulsory education clause has certainly not accomplished all that its supporters expected of it. If the state must support schools, it certainly has the right to compel attendance. It is a very common error among the people that schools are supported for the benefit of individuals, and that an education is of advantage to the child or parent only, and that it is no business of the state if the child, or his parents for him, decline to accept the school advantages offered. This is not only absurd, but wrong. The whole idea of the public school is compulsory. A system that would simply permit the establishment and maintenance of a school would be no system at all. The state has the right to compel the support of schools, and the further right to compel attendance. We quote from an address delivered by Justice Strong, of the United States supreme court, some years ago:

"It should never be forgotten that the children and youth of the country belong not to their parents alone; they are in one sense the heritage of the state, its property—as much so as are the public lands or the proceeds of taxation, for they are to be its supporters and the guide of its action. The government is to live not only for them but by them. It is this consideration which justifies and demands the establishment and support of public schools."

We would respectfully advise that our compulsory clause be not only retained but be made more effective. In its present shape it is too cumbersome, and burdened with too many qualifications, and is too difficult of application. We are convinced that the compulsory age should be extended from 10 to 14 years—to 7 to 15 years, and the term of attendance extended from 12 to 16 weeks per year. The only excuse for non-attendance should be—bodily or mental infirmity, attendance at some private school for the same length of time, or too great a distance from the nearest schoolhouse. Local school officers who receive no compensation should not be charged with the execution of the law. Such a provision, if enforced, would be a most fertile source of neighborhood quarrels, of which the number is large enough. This regulation is a police regulation, and there should be some officers in each county required to execute the law. If the compulsory law were properly amended, there are many indications that it could be used to bring many of the delinquent children into the schools.

COST OF SCHOOLING.

Average cost per month for each pupil enrolled	$2.70
Average cost per month for each person in the territory between the ages of seven and twenty	2.15

In our instructions to the county superintendents we have asked them in estimating these items to include interest paid on bonds and all expenses for school purposes. The returns show that this has not been done in every case. The average cost as reported by the county superintendents is $2.70 and $2.15. These are too low. The total expenditures for school purposes for the year 1888 was $1,828,033.46. The total number enrolled was 93,826. Using these figures to compute the cost of schooling we have an average of $19.37 per pupil. The average months of school throughout the territory being 5.3, and the average cost per month is $3.66, which is probably about correct. Based upon the enumeration of persons of school age, the cost is $2.97 per month. The tables of summaries show that the cost per month is generally increasing. This increase is no doubt due to the falling off in the percent of the children attending, to a slight increase in teachers' wages and to an increased expenditure for the equipment of schools with improved apparatus. It is also probable that the disposition to reduce in size the school corporations is weakening the schools in point of attendance and enhancing the cost of maintaining them.

NUMBER OF TEACHERS.

Number of male teachers employed in public schools	1,802
Number of female teachers employed in public schools	3.965
Total	5,767
Increase over 1887	236

The increase in the number of teachers upon the reports of 1887 is about 4 per cent while the increase in the number of schools for the same period is 6 per cent. These figures indicate that changes are becoming less frequent and the wages will increase slightly. At present this is not true in all parts of the territory. In some of the counties teachers are more numerous, while in others they are less numerous than the average indicates. Local causes produce the extreme exceptions. Perhaps the most potent agent in regulating the supply of teachers, and consequently to a certain extent the wages of teachers, is the county superintendent. As the territory develops and becomes older and means of communication are more easy between all sections, these extreme inequalities in the supply of teachers will disappear.

TEACHERS' WAGES.

Average monthly wages of males	$36.34
Average monthly wages of females	$32.84
Increase of wages of males	.09
Increase of wages of females	1.46
Whole amount paid teachers, 1888	$937,717.15

The ratio of wages paid male teachers has been steadily decreasing during the entire period covered by the records of this office. In 1875 males were paid $35 per month and females $25, a difference of $10 per month. In 1878 the ratio was $37.16 to $26.45; in 1882, $33 to $26; in 1884, $38.43 to $31.72; in 1886, $35.42 to $30.92; in 1887, 36.16 to $31.38; in 1888, $36.25 to $32.84. Considered in connection with the fact that the ratio of male teachers to female teachers has remained about the same during almost the entire period, the tendency is interesting as showing the higher appreciation of women's services as teachers. The work of teaching our common schools seems to be women's work, but owing to the pressure for teachers in this new country the man is holding his place, but at a rapidly lowering rate of wages. At present the wages of neither is large enough to permit them to secure the training for their work which the present times demand. If their work continued through the entire year, even at this rate of wages, there would be some encouragement for men and women to enter the work of teaching. But as it is at present, the low wages and short term of service keeps many out of the work, and drives many of the most ambitious teachers into other and more promising fields of activity. The 5,744 teachers were paid last year a total sum of $937,717.15, or an average of about $163 each. Out of this must be paid board and clothing for the year, leaving a very small sum out of which to pay for books, journals and other means of self improvement. Until the condition can be in part remedied, it must be expected that a large amount of our teaching work will be done by persons who follow other occupations of the farm and shop, and teach only when there is nothing to do in these other lines. This condition of low wages and short term of service is the greatest obstacle in the way of perfect or even satisfactory school work.

TEACHERS' CERTIFICATES.

Number of certificates issued during the year, first grade	246
Decrease	195
Number of second grade certificates issued	1,442
Increase	361
Number of third grade certificates issued	2,153
Increase	361
Number of applications for certificates rejected	493
Increase	84
Total amount of examination fees collected	$4,243

Reports from county superintendents indicate an advance in the scholarship of teachers and a disposition on their part to become more professional in their work. This is a very encouraging and hopeful sign. The statements above would not seem to bear us out in this conclusion, but it must be remembered that the branches of study upon which examination is required were increased in number and the standard of scholarship raised by the law passed in 1887. It will be noticed that there was a decided decrease in the number of first grade certificates issued. The number is rather larger than we had expected when the number of branches upon which candidates for that certificate is taken into consideration. It is thought by some that the requirements are rather too severe and out of proportion to the wages and length of term of services. We would recommend, however, that the standard remain the same, for a time at least, to still farther test the wisdom of the requirement, but we advise that the time for which the first grade is issued be extended from two to three years, that they be valid any where in the territory and that all examination papers written for the first grade certificate be filed in this office during the life of the certificate. No further change seems desirable for the present, but what can be accomplished by the co-operation of the territorial board of education and county superintendent.

The nearly two years of experience has taught us that the county examinations are not frequent enough. It is probably true that examinations would not be frequent for some superintendents if held every month, but this applies only to the few. Owing to the migratory habits of many of our teachers, and the difficulty local officers in some counties experience in securing teachers who hold certificates at the time the schools are desired to begin, county superintendents are frequently besought to overstep the limits of the law by granting special and private examinations. We have found nothing to recommend the private examination. Where it is permitted, many teachers will never attend the regular examinations. Examinations are now held regularly on the first Tuesdays of June, August, October, January and April. We advise that the regular examination in August be held on the third Tuesday of the month instead of the first, and that examinations be appointed by law on the first Tuesday of November and March. We think this will make examinations frequent enough to supply all reasonable demands. For a more detailed account of the county examinations you are referred to exhibit No. 12.

Occasional difficulties arise between teachers and county superintendents,

and more frequently complaint is made to this office that county superintendents have been unfair, or that they have granted certificates to persons unqualified to receive the same. In all such cases the written answers of the candidates are the only unprejudiced evidence that we can obtain in case of an appeal to this office. We would therefore advise that the law require superintendents to file all examination papers during the life of the certificate granted upon them.

The increase in the number of applicants rejected shows that the standard of requirement has been raised. We have endeavored, in the preparation of questions for the examinations, to gradually elevate the standard of scholarship and teaching, at the same time keeping in mind the number of schools to be supplied with teachers.

TEACHERS' ASSOCIATIONS.

Section 83 of the school law passed at the last session of the legislature provides for the holding of a township teachers' meeting at least one Saturday of each month. The object contemplated by the law is the improvement of the teachers and the unification of the school work within the township. All teachers in the township are required to attend on penalty of forfeiting one day's pay for non-attendance. There are 947 townships in the territory to which this law applies, but the reports show that only 115 maintained the township associations, and these only held 254 meetings. We are convinced that these meetings, if held, will prove a most important means of improving our rural schools; and we would suggest that it be made the duty of the county superintendent to see that these associations are organized and maintained during such time as the schools are in session. With the new course of study in the hands of teachers, much can be done to systematize and unify the school work in the several townships, and the teachers will derive much mutual assistance from the comparison of plans and methods. In the smaller counties these results can be accomplished, in part at least, by the county associations of which there were 139 held during the year.

STUDIES PURSUED.

By reference to the table showing the number of pupils pursuing each of the studies, it will be seen that of the 93,826 pupils enrolled in the schools, less than 40,000 are studying physiology and hygiene. The information on this point is not quite complete, as several of the county superintendents failed to report the number pursuing each of the branches, but the entire number in the territory will not much exceed the above estimate. There has been but little open opposition to the law requiring the teaching of this subject, and we were led to suppose, by the representations of county superintendents and others, that the law was being almost universally regarded. Careful attention has been paid to instruction in this branch in every institute held in the territory, and teachers are now required to pass a quite thorough examination upon the subject. On February 17, of the present year, we issued a circular to county superintendents, school officers and teachers, calling their attention to the territorial and national law requiring instruction in that branch, and calling upon them to enforce the law rigorously. The circular was generally circulated, and we ex-

pected that more general compliance would be reported. It is, perhaps, too much to expect that the law would be carried out in every school district in so short a time. We shall take further steps in the early future to enforce the law. Of course, it takes time to prepare teachers for such work, to convince officers of the importance of it, and to secure the co-operation of parents. We hope to make a better showing next year.

We have frequently, during the past year, called the attention of county superintendents and teachers to the subject of Drawing, as a necessary branch of study for the common schools. At present there is no requirement of law making it necessary for teachers to prepare themselves to teach it, and so very little has been done, except to arouse a sentiment in its favor. We have done what we could in this line, and we believe that drawing should now be included in the required branches of study, for all branches of schools. It is at present about the only means that can be used in the common schools to train the eye and hand, and, as a phase of manual training, should not longer be neglected, but be placed side by side with the "three R's." In the work of the last two courses of institutes, drawing has formed an important part, and the teachers who have attended have generally been aroused to the importance of teaching it, and are in a measure prepared to start the work. The Course of Study gives it an important place, and we respectfully suggest that it be named in the law as a branch of study, so that it will be taught not alone by those who wish to teach it but by those who would otherwise neglect it. There is a tendency to overload the schools with work, but if the course of study is adhered to and the schools classified as they should be, there will be an abundance of time for frequent exercises in drawing, and many teachers will soon learn to make use of it as busy work for restless little ones and an exercise of rest for all.

COURSE OF STUDY.

Section 2, paragraph 5, of the school law (chapter 44) makes it the duty of the territorial board of education to prepare and publish a course of study for the public schools of the territory, including high schools and normal schools. This duty has been performed during the past year, after a large amount of work in consulting other courses that have been prepared, and a large correspondence with state superintendents and other persons who have had experience in that kind of work. Twenty thousand copies of the little pamphlet have been printed, and every teacher and school district supplied. In its preparation we have made use of the best features we could find in all of the courses we consulted, and incorporated the suggestions of some of the wisest men in the country. The course has been adopted by the normal schools and by the normal departments in private schools, and all such work is done in accordance with it. The high schools have not, as a rule, done much with it yet, and it may be necessary to secure a convention of high-school principals to consider its merits and defects and prepare such modifications to it as will secure its general use in these schools. All that will be then lacking to the complete system of schools is the adaptation of the course to the requirements for admission to the universities. The course has not been long enough in the hands of the teachers of

rural schools to show results. We have encouraging reports from several sources. If county superintendents insist upon its general use in the schools under their supervision, it will certainly do much to economize time and force. We shall ask for reports as to what is being done with it, in a short time. The course of study is presented herewith, as Exhibit No. 6.

TEACHERS' INSTITUTES.

No phase of our work has shown greater activity than the institute work. Before the passage of the law of 1887 there was no system of institutes in Dakota. Since that time we have done what we could to reduce that work to a system; and realizing that an unprepared, unprofessional corps of teachers is the greatest obstacle in the way of genuine educational progress, we have laid especial stress on this phase of our work and we can already plainly see the results of the efforts put forth. If we were called upon to point out one element which more than another has contributed to the advancement in educational matters during the past year, we would point without hesitation to the institutes.

During the year ending June 30, 1888, 131 institutes were held in 79 different counties. Complete reports have been received from 126 of these. No reports have been received from the institutes held in Codington, Griggs, Ramsey, and Sanborn, in the spring of 1888.

The expense of the institutes was distributed as follows:

Paid conductors for services and expenses	$5,420.78
Paid other instructors	2,291.05
Paid for evening lectures	377.40
Paid for incidental expenses	1,448.57
Entire expense for institutes for the year	$9,527.79

The funds used for institute purposes were received from the following sources:

From examination fees paid by teachers	$7,132.65
From territorial appropriation	3,320.00
From other sources	912.56
Total receipts	$11,365.21
Cash balance on hand at close of institutes	$1,837.42

The average cost of the 126 institutes reported is $74.97. The possible attendance of teachers at the 126 institutes, as reported by the county superintendents, was 7,275, or an average per county of 58. Of these 5,499 were enrolled in the institutes, an average for each institute of 44, and an average daily attendance of 33 is reported. These figures indicate that 75 per cent. of the teachers in the counties where institutes were held were enrolled, and 60 per cent were in regular daily attendance. It is true that our present law requires attendance of all teachers at the institutes upon penalty of revocation of certificate, but the provision has not always been enforced. The attendance, though not general, has been fairly satisfactory. In this territory the boundaries of the teacher's profession are not definitely marked. The teacher to-day is the

farmer or mechanic to-morrow, and no requirement of law can compel him to attend an institute when he is following his plow or reaper. Sixty-eight of the institutes were held in the fall, from September 1st to the 15th of December, and the remainder were held in the spring, from the 15th of March to the 15th of June. We have chosen these periods as the most favorable for the attendance of such teachers as are employed upon the farm a greater part of the time and also to avoid the extremes of weather.

Much has been done, during the past eighteen months, through these institutes and much more is hoped for. At each of these institutes public evening lectures were delivered upon topics of general interest, thus in a measure securing the interest and co-operation of the general public in the institutes directly, and more remotely in the work of education. It has, wherever possible, served the double purpose of training and encouraging the teachers and arousing a public interest in education and the work in which we are engaged.

During the two courses a total of 211 lectures were delivered. In her institute work Dakota is not behind any of the states. All of this has been done by able and experienced educators who have given their almost exclusive attention to this work. They were appointed by the Territorial Board of Education, and the work has proceeded according to a definite plan laid out by the Territorial Board. The course of instruction has been carefully graded, so that a gradual advancement is made by each institute, and repetition and waste is avoided. In the line of institute work more has been accomplished during the past year than during any previous five years.

The expense of these institutes is met partially by the $50 annually appropriated by law for institutes in each county, partially by the one dollar examination fee paid by the teachers when applying for certificates, and in some cases by an appropriation which the board of county commissioners is by law authorized to make. In the management of the institutes the most rigid economy has been practiced, as is shown by the average cost of the institutes of $79.97. No state with which we are familiar has done so much with so small an amount of money.

While the results of the institute work under the present system have been gratifying and eminently satisfactory, we think a few changes could be made in the law which, if carried into effect, would still further increase the efficiency of the work. The present appropriation for institute purposes is $50 per year for each county. For the entire territory this amounts to $4,100. This is quite liberal, but with the present limitations, it is not so valuable to the schools as it might be made. It is often the fact that the counties having less than ten teachers are the ones most in need of the appropriation. They are unable, unaided, to help themselves, and a little well directed institute work, done at the right time, would give a trend and an impulse to the educational work that would make itself manifest in all their future. We make a plea for the small counties. The large counties are many of them becoming able to help themselves in the matter of institutes, and in most of them the teachers are becoming skillful enough as

teachers to be able, in a large measure, to get along with less institute training. The appropriation, as now made, must be distributed over two weeks, this necessitates two sessions or one long one in order to get the whole benefit of the appropriation. In many of the older counties one week is sufficient, but this fund snould be spent in the less fortunate counties. At present, the appropriation of $25 per week is used to pay for the services of the institute conductors, who are appointed by the Territorial Board of Education, as provided by law. Their necessary expenses are borne by the institute fund in the hands of the county superintendents. We have the honor to suggest that the law be amended so as to permit the Territorial Board of Education to employ four persons as institute conductors who are eminently qualified for the work, and that they be paid a salary of $1,000 or $1,200 per year out of the territorial treasury. This appropriation will not greatly exceed the former, and we think that the results will be very much more satisfactory than under the present system. It will be more fair to the institute conductors by giving them continual employment, and, by enabling them to employ their whole time at the work, they can more thoroughly prepare themselves for it. We would also advise that the territory make an appropriation to pay their necessary expenses, and by so doing leave more money in the hands of the county superintendents to pay the incidental expenses of their institutes for lectures, etc. Conductors should be limited in this matter to their actual and necessary expenses while carrying out the instructions of the Territorial Board of Education. This plan will permit conductors to meet the board of education and to get before them a uniform system of work, thus in a large measure diminishing the opportunities for repeating work. The entire expense for institutes, according to this plan, will not be greater than now. The foremost states in everything that pertains to education have organized their institute work upon this plan, and in them all it is most highly commended for the results that follow. It enables the board of education to put the best attainable institute talent at that point in the state school system where it is most needed and where a given amount of effort will secure the largest returns. Such is the institute system of New York, Wisconsin, Minnesota and other progressive states. For a detailed account of the institute work and the reports of institute conductors, you are referred to Exhibit No. 9.

READING CIRCLE.

In June, 1886, a teachers' reading circle was organized by the South Dakota Teachers' Association, having the following objects:

1st. The improvement of the members in literary, scientific and professional knowledge, and the promotion of habits of self-culture.

2nd. The encouragement of individual study in particular lines by the use of selected text books and by local circles.

A committee of managers consisting of six members was appointed, with Prof. H. E. Kratz, superintendent of the schools of the City of Mitchell, as secretary and treasurer. Under his leadership the Reading Circle has had a rapid growth. For a more extended report of his work, we refer you to the report

of the secretary printed herewith and marked Exhibit No. 10. The school law passed in 1887 provides that all fees collected for territorial certificates by the Territorial Board of Education shall be used to aid in the establishment and maintenance of teachers' reading circles. We have to report that the total amount of fees collected from this source was $8, and that it has been turned over to the secretary of the Dakota Reading Circle, and the receipt for the same is on file.

NORMAL INSTRUCTION.

Sections 152–157 of the school law passed by the last legislature provides for the special instruction for common school teachers, by making it the duty of the Territorial Board of Education to appoint ten private or denominational colleges or academies that shall instruct classes of teachers, not exceeding twenty-five in number and not less than ten, the tuition of the teachers to be paid out of the territorial treasury at the rate of one dollar per week per pupil. We have to report that acting under authority of this provision eight schools were appointed as follows: Groton Collegiate Institute, Jamestown College, Mitchell University, Milnor Normal School, Pierre College, Redfield College, Scotland Academy and Yankton College. During the year bills for tuition in these schools have been audited to the amount of $3,940.22. The work done has been satisfactory to the board, in the main. In a few instances there was a disposition on the part of a few to regard the appropriation as a sort of gratuity for which nothing in particular was to be given in return. We have in all cases insisted upon a strict conformity to the law and to the rules we made in our circular on that subject. Most of the schools above named are doing the same work for the current year, but as several have not reported a list of their instructors, we assume that they are not making use of the appointment. Our circular, with reports of the principals of the Normal Departments in these several schools, are printed herewith, and marked Exhibit No. 8.

NORMAL SCHOOLS.

This department has no control over the normal schools of the territory, except as to the matter of course of study. We asked the officers to furnish copies of their reports to us to be printed with ours. They are printed herewith and are marked Exhibit No. 7. As the general administration of school affairs is intrusted to our hands, and inasmuch as there should be a general correlation of the various educational forces of the state or territory, we trust we will not be considered as overstepping the bounds of propriety, by making a few remarks here concerning the normal schools and the normal school work of the territory.

It gives pleasure to say that during the past two years radical changes have been made in the general administration of these schools, we speak more especially of the school at Madison. These changes have in every case been in the direction of a broader scholarship, a more thorough professional training and a gradually widening territorial influence. In the past these schools have, in a measure, been regarded as local in character; their control has been local; teachers of local prominence have made up the majority of the faculty, and their

attendance has been largely of a local character. The general management of affairs has been changed and they are now, in fact, what they have long been only in name, territorial institutions; and public opinion and patronage are both attesting the change. The attendance has been very good and the work done has been generally of a high character. Not all departments are what they should be, but as normal schools, our Dakota schools challenge comparison with the best in the Northwest. One member of this board is a member of the committee of visitation, appointed to inspect the school at Madison, and he speaks in very complimentary terms of the instruction given and of the general deportment of the school. The report of the committee for the current year is printed in Exhibit No. 7. The school at Spearfish has completed the new building and we receive nothing but gratifying reports from it. It is doing a good work. Both of these schools are deserving of a generous support, and we desire to express the hope that the legislature will make suitable appropriations to enable them to go forward to the high position they should occupy as model training schools for teachers. In this connection, we desire to call your attention and that of the legislature, to the pressing n ed of a normal school at some central and accessible point in North Dakota. At present there is no public school in that section where teachers can be trained for thorough work in our common schools. We think with the establishment of a normal school for North Dakota our system would be complete. A school should be located there, with some one at the head of affairs, who knows the needs of the teachers in that part of the territory, that would grow rapidly to a large attendance and a large sphere of usefulness. In our opinion, Dakota would then be supplied with normal school advantages for many years to come, if territorial financial support were given them to enable them to keep pace with the growing demands of our educational needs. When the one is established it would be well for the legislature to consider the plan of placing the normal school system under the management of one board for the territory.

UNIVERSITY OF DAKOTA.

Accompanying this, and marked "Exhibit No. 13," is the biennial report of the board of regents and president of the University of Dakota; they represent the work and progress of that institution during the two years. It must be said that no phase of our educational work has shown so plainly the evidences of true growth and progress as the university work during the past two years. Dr. Edward Olson was chosen president in the summer of 1887, and began his work in and for the university in September of that year. He found a school of small attendance, and the standard of scholarship but little if any above many of the high schools of the surrounding country. He at once raised the course of study and placed the standard of requirements for admission and graduation as high as that maintained by the best universities of the east. He advised a reorganization of the faculty, and the board of regents immediately acted upon his suggestions. Being himself a man of large college experience and a wide acquaintance with the foremost educators of the country, he at once began to surround himself with a corps of instructors made up of the best men

to be found in eastern institutions. He has wisely chosen young and ambitious men who are anxious to make a future for themselves and willing to remain in the University of Dakota to do so. At once the people of Dakota saw the change, and within a year the attendance had grown from a mere handful of academic students to an attendance of about three hundred. The school now has full classes from preparatory to senior, and is in a most prosperous and gratifying condition. This year, a fine class of five is pursuing post-graduate studies. It was our pleasure to visit the institution, and to make a thorough examination of its work and methods, and we were thoroughly satisfied that the university is building for a magnificent future. There are no weak places. The school merits the confidence and support of the people of Dakota, both of which we feel sure will be accorded by a people whose first thought and chief pride is the education of the children. Under Dr. Olson's presidency, the school has advanced to a recognized position among the universities of the country. To provide for the inevitable growth of the next two years, the legislature must be very generous. With such a growth in the past, and such a promise for the future, we feel compelled to say that a parsimonious policy regarding the institution would be suicidal. Increased attendance and demands for additional departments must be met with increased facilities and larger financial aid.

UNIVERSITY OF NORTH DAKOTA.

No copy of the report of this institution has been sent to us, and as we have not been able to pay the school a visit, we cannot speak regarding it with the same confidence as in the case of the University of Dakota. Col. Sprague has been a well-known and successful educator for many years, and brought to his work a valuable experience. He is surrounded by an able corps of teachers, and the university is making rapid advances. We have confidence in its future if those charged with its management keep in view the true aim of a university. We desire to express regret that our information regarding the school is not more definite.

Since writing the above, an extract of the report of the University of North Dakota has been received, and forms a part of Exhibit No. 13.

DAKOTA AGRICULTURAL COLLEGE.

No institution in the territory has excited more general interest than the Agricultural College, and none has done more thoroughly the work for which it was established. Under the presidency of Dr. Louis McLouth, the aim has been less and less that of an academy or college, and more and more that of an agicultural college. Vast improvements have been made in farms, buildings, apparatus, etc. You have no doubt received ere this the original of their report, a copy of which was submitted to us, and accompanies this as Exhibit No. 14. During the past year a change was made in the calendar, which we think a wise one. The long vacation now occurs in winter, instead of summer, thus enabling many a boy to teach a rural school in the winter to supplement the money earned on the experiment farm in the summer. In this way a large number will

secure a thorough education that otherwise would be deprived of it. The school has had a healthful growth, and so far as our observation has extended, is doing most excellent work and producing abundant and gratifying results.

HIGHER EDUCATION.

The question whether the state should furnish higher and special education has long been a debated one and both sides have many staunch and ardent supporters. The more generally accepted theory now is that the state should at least offer abundant opportunities for free higher and special education. Historically universities were the first schools established and maintained by the state. From this primal germ has developed our entire theory of free public schools for the masses, in which the children of the state are to be trained for the ever multiplying duties of citizenship. Because the number who accept the advantages for the higher education is small, is no argument justifying the state in abandoning the higher schools. The state schools have this work to do just the same, by setting the standard for all higher and special education and by educating the few in the best way possible. The church has always done a large part of the work of higher education and will continue to do so, and rightly, but in general education, as well as in all special lines of professional instruction, the state should set the pace. All education should aim at the fully equipped, patriotic, citizenship, and especially should all territorial schools educate and train their youth to bear the burdens of self government when self government shall be suddenly thrust upon them. Dakota has placed herself on record on this question. She says she will "provide the best and most efficient means of imparting to young men and women on equal terms, a liberal education and thorough knowledge of the different branches of literature, the arts and sciences, with their varied applications." And again she says that she will "provide means of acquiring a thorough knowledge of the various branches of learning in connection with scientific, industrial and professional pursuits, in the instruction and training of persons in the theory and art of teaching, and also the instruction in the fundamental laws of the United States, and of the territory, in what regards the rights and duties of citizens." And again she will give instruction to persons, "both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education, also to give instruction in mechanical arts and in husbandry and agricultural chemistry, in the fundamental laws of the United States, and in what regards the rights and duties of citizens." The provisions have been abundant and the foundations are well laid. We find no demand for additional schools, except a normal school for North Dakota, of which mention was made in a previous paragraph. The time is passed for locating schools to gratify local ambition or local pride. Higher education, as well as elementary and secondary education, is a matter in which the whole state is interested and not some particular section. Our people are beginning to grasp the wider truth that these schools belong to Dakota. It now remains to give them the support they need. If education is to be fostered and its best interests sought, it

must be done by carefully looking to the demands of schools now established rather than to the establishment of additional ones and the consequent diffusion of resources and force. "Concentration of revenues for advanced education; diffusion of revenues for popular education," is an old and very true doctrine. It is to be hoped that the people of Dakota will be led by its philosophy. We need more homogeneity of thought in educational matters and a little more loyalty in some localities to existing institutions.

GENERAL BOARD OF CONTROL.

We have long been of the opinion that the affairs of our several public institutions of learning would be more economically and satisfactorily managed if they were placed in the hands of one general board of control. This board should have general charge of all the educational institutions of Dakota. The plan of appointing several boards has never worked well. Jealousies arise among the institutions. Several of them will be covering the same ground. In many cases the schools are liable to become schools of only local importance. Local pride and ambition will be quite liable to influence a board of regents that has but one institution to manage to ask for larger appropriations than are absolutely necessary. Our public institutions should be reduced to one system, and this can never be accomplished if they are managed as now by several different boards. We would most earnestly advise that a board of control be appointed to have charge of all the educational institutions of the territory. This board should consist of not more than nine members, and the members of the Territorial Board of Education should be *ex officio* members of the general board of control. The persons so appointed should represent, as nearly as possible, all parts of the territory, and should be men whose occupation and experience would qualify them for such duties as they would be expected to perform. They should receive a reasonable compensation in mileage and per diem. We are convinced that this plan, if carried out, will greatly enhance the territorial value of the schools, and they will each do more efficiently the work they were created for and will reach a higher standard of excellence. We hope early action may be taken in this direction.

TEXT BOOKS.

We wish to call your attention to the entire absence, in the present law, of any provision regarding text books. There should be some legislation on this subject that will perscribe a general plan of adoption, and prevent frequent changes. A uniformity of text books throughout the territory would be an advantage, throughout the county is desirable, throughout the township is essential to economy, and throughout the same school is imperative. Some states manufacture their own school books, other states make contracts with publishing houses, but neither plan has proven entirely satisfactory. Experience seems to dictate that the township be the unit of adoption, and that a series of text books should be adopted by the township school board for a definite

term of years, five years being the number usually chosen. Then the townships of the county, under the leadership of the county superintendent, can easily accomplish uniformity for the county by calling a county convention of officers. If this authority were made statutory we believe much good could be accomplished. At any rate something should be done to regulate the matter and that speedily. There is no more fruitful source of extravagance and waste.

BLANKS.

The present law authorizes the Territorial Board of Education (Sec. 2, par. 13) to prepare and furnish all blanks, etc., needed in the administration of the school elections and general school business of the territory, but makes no adequate appropriation for the purpose. During the first year of our incumbency we expended about $600 of the fund appropriated for the incidental expenses of our office in this way and furnished all the blanks for the territory. We found this year that our fund would be entirely inadequate for this purpose and so left the matter to be attended to by the local officers. We are of opinion that these blanks can be furnished for about $600 per year, and would therefore advise that our incidental fund be made $4,000 per year for the next biennial period, and thus enable us to prepare and furnish these blanks to county superintendents, to be by them distributed to the subordinate officers entitled to them. We have investigated the subject quite thoroughly and are confident that this plan would make an incalculable saving to the territory, We know of counties where the blanks the past year cost over $400 for one county alone, and not the largest either, and the county was no better served than for the previous years when we supplied them for the entire territory for a little over $600. Local officers that only need a few blanks must pay a high rate per dozen, and then not get blanks that are made according to the requirements of the present law. This subject is worthy of careful consideration by the legislature, and indeed by all tax payers who have to pay for the blanks in either case, and who, no doubt, prefer the cheapest if the service is the same.

PRINTING REPORT.

We think that the report from this office should be printed annually instead of biennially. By the time it appears all matters set forth in it are old and forgotten. If published once each year it would be much more helpful to those educators of the territory who desire to keep posted on our progress. It also appears that provision should be made for printing a number sufficiently large so that each school township clerk could receive a copy to file in his office as a part of the permanent records. To see and study the report as printed would be very helpful to them and greatly aid them in making their reports.

LENGTH OF TERM.

The law at present does not designate the minimum number of months school shall be held in the rural schools. Each district should support at least

five or six months of school, and if the school board neglects to provide for at least the minimum number of months the law should authorize the county superintendent to compel the holding of school.

FOREIGN LANGUAGE.

In a few counties in the territory the foreign element is predominant, and so strongly so as to control almost absolutely, the schools of the county as well as the election of the county superintendent. The Territorial Board of Education, although aware of these facts, and knowing that the law requires the teaching of the English language, is yet powerless to prevent it. The board should be given power to compel the teaching of the English language. There are many cases in some of the counties of the granting of certificates to teach to persons who are themselves unable to speak the English language, much less the ability to teach it. Of course in such cases the county superintendent is at fault, but he is supported by the officers and by the public sentiment of the county. We believe that it would be a very good provision of law authorizing the Territorial Board of Education to remove from office, by unanimous vote of the board, county superintendents who thus violate the law or neglect the duties of their offices. This board has used every means in its power to prevent this thwarting of the purposes, but of no avail. By authorizing the board to remove an incompetent or wilfully negligent superintendent and to appoint his successor, we believe a great and lasting good might in some cases be done. It would be a power, however, that should be carefully limited. We hope this matter will be considered, to the end that all the children of our foreign population may receive some training for the duties of life and the citizenship of free America.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The next annual meeting of the National Educational Association meets in the City of Nashville, July 16-19, 1889. We respectfully suggest that the legislature take the necessary steps to have Dakota represented at that meeting in a manner that will be creditable to her progress in education. An educational exhibit is one of the features of this association and Dakota should be represented; but in order to be represented there must be concerted action and some one to take the lead in the matter and some expense will be incurred. The educators of Dakota should, by appropriation, be enabled to open headquarters at one of the hotels at Nashville, and they should be accompanied by the commissioner of immigration with such documents as, in his opinion, would be suitable for distribution. We are convinced that an expense of this kind would bring most abundant returns, by bringing to our territory many of the best people of the east. It is a subject worthy of consideration by yourself and the legislature, and all who are interested in the reputation of Dakota abroad, and her material development.

COUNTY SUPERINTENDENCY.

It may be safely saidthat the county superintendent is the "master wheel" in our system. It is a well established pedagogical principle that "as the teacher

is, so is the school." None the less true is our paraphrase of it: "As the county superintendent is, so are the schools," of his county. He affects them at every point. His influence in educational matters is co-extensive with the limits of his county. The energetic, progressive, intelligent, sympathetic, educated county superintendent is a great blessing. The man of immoral habits, loose manners and ignorant of his work is no less a curse. It is to be regretted that in Dakota this important officer is subject to so many annoyances as to seriously impair his usefulness. We think the average intelligence and ability of the county superintendents of Dakota are very high. Most of them are educators, trained to the profession of teaching. But there are exceptions. Our law should establish a standard for county superintendents, and require certain qualifications of them. The law to many is made ridiculous, because it requires teachers to hold certificates granted by persons who are in every way inferior to them. A county superintendent should be required to hold a first grade certificate. He is intended to be the leader of education in his county. How can he lead if his educational qualifications are below those of his teachers? As advised elsewhere, this board should be given authority to remove from office an incompetent or negligent superintendent upon a vote of the board and to appoint his successor in office. Instances requiring the exercise of this power are very few indeed, but we are emphatic in the opinion that it should be granted nevertheless. Under our present law it is doubtful if a county superintendent can be removed. At any rate steps must be taken by local officers who as a rule are interested upon one side of the question or the other. If they are not interested and endeavor to enforce the law, the result is bitter local quarrel. Altogether we believe the interests of education would be promoted and the general tone of the officers themselves elevated. This body should be so constituted as to be the most natural tribunal before which to bring such cases.

We do not think that residence in the county at the time of election is a necessary qualification of a county superintendent. In this respect the people of a county should be free, as the people of a city are, to choose whom they please, whether residents of the county or not. Electing the superintendent in June is rather expensive, and in many instances not satisfactory, but we think that the change will prove a wise one, and therefore advise the retention of the June election. We believe it will finally remove the office quite entirely from partisan politics. The term of office should be made longer. A good man is barely able to get his work organized till he is called upon to give it up or seek a new election. He should be allowed a larger salary by law, and relieved in a measure from the restraints frequently placed upon him by the county commissioners. He has an important work to do, and he should be given the opportunities to perform his duty well, and receive a just compensation for it. When township school boards fail to provide the duration of school required by law, he should have authority to step in and provide it. In many ways his authority in school matters should be extended and his position backed up. He is the most important officer in the whole educational machine, and, though laws may to some

extent destroy his usefulness, so long as he exists at all, they cannot destroy his influence. In all that looks to real advancement in education he must be the leader, no matter what the work or influence of other officers. Every possible safeguard should be thrown around his election, and he should be removed as far as possible from partisan politics.

FUNDS EXPENDED UNDER OUR DIRECTION.

Three appropriations were made of funds to be expended under our direction, viz.: For incidental expenses of our office. The whole amount allowed for incidental expenses for two years was $6,000. This sum has not all been expended. The following summaries show approximately to what purposes these funds have been applied:

Paid for blanks and blank books	$1,222.78
Stationery	220.28
Postage	471.64
Telegrams	65.53
Express	45.30
Freight and drayage	90.44
For office fixtures and furniture	256.52
Printing of circulars, etc	487.24
Clerical work	133.50
Office supplies	97.90
Printing examination questions	293.50
Fuel and lights	72.26
Printing 14,000 copies law	480.00
Printing 20,000 copies course of study	480.00
Certified copies law	66.50
Office rent	215.00
Miscellaneous	64.25
Total	$4,762.73
Balance on hand	$1,237.27

There are now on file bills to the amount of $99.00, and the bill for printing of this report must also be drawn from this sum. There will then be a small balance left.

Bills to the amount of $3,300 have been allowed upon the fund appropriated for institutes.

Bills to the amount of $3,614.80 have been drawn upon the fund for normal instruction.

A careful record has been made of all these bills, their amount, date, name of person rendering the same, etc. Duplicate copies of all bills are now on file in this office.

NEEDED LEGISLATION.

It is our pleasure to make through you the following recommendations to the legislative assembly:

The one great and pressing educational need, overtowering all others in importance, is a uniform system of schools for Dakota. It requires no argument to convince every intelligent thinking person of the truth of this

statement. The legislature alone can supply this need, and to them we shall look for relief in the early future. Every business institution or organization must have a uniform system, according to which all of its operations must be conducted, or there will be a waste of energy. There should be one general educational law for Dakota. Instead we have several. This is true of none of the States that stand out prominently in educational matters. On the other hand, we learn from the state superintendents of the few states that are in our condition that they are constantly hampered by reason of the diversity of systems. Now, this defect is a great one and should be remedied at once. The longer the condition is permitted to remain the more difficult it will be to remove. We shall not in this discussion argue the merits of township system *per se*. More important than any system is one system. We believe in the township system of schools. We have seen both in operation side by side and have been brought into contact with both in our official capacity. With the exception that the district system brings the people into close relations with the schools, every argument is in favor of the township system. But this is not to the point at issue. We find ourselves possessed of two systems. One should be abandoned at once. Seventy-six counties operate under one and fifteen under the other. It is not just to ask the seventy-six to yield to the fifteen. We believe the time has come for the legislature to extend the township system over the other fifteen counties, and if the coming legislature can pass but one act affecting education we hope it will be this one. It is our duty to education, and to those who shall come after us, to have a uniform school system. We grant that neither of our present systems of school laws are satisfactory. We do not believe that a school law can be drafted to fit exactly the needs of any people. A system of schools must be the growth of years. It must be changed, amended piece by piece, fitted to the conditions and circumstances of the people. A suitable school law will never be made by one sweeping stroke of the law making power. Ever since the failure of John Lock's Grand Model, men have acknowledged this. The wise thing to do is to secure one system and then let all the people, no matter under what system now, bend their energies to developing a school system for Dakota, a system that shall be adapted to the conditions of Dakota life. We most earnestly urge the legislature to extend the township system over the entire territory and to authorize a school law commission, whose duty it shall be to consider the amendments needed to the law as it now exists, and to report the same within one year. This commission should consist of nine members, four of whom should be appointed by the Territorial Council, two by the educational association of North Dakota, and three by the educational association of South Dakota. These persons should be appointed because of their acquaintance with educational theories and history, and with the present needs of education in Dakota. We believe the plan will be satisfactory to the people, and will finally settle the question of "A New School Law."

Our other recommendations we shall submit without argument, most of the arguments having been made in the body of our report.

The following are, in our opinion, the chief additions and amendments which should be made in the existing township school law:

First. The county treasurer should be made *ex officio*, the treasurer of the several school townships of his county.

Second. A general board of control should be established having charge of the affairs of our various public educational institutions for higher and special instruction.

Third. Section 2, Chapter 45, (known as the School Township Bonding Law,) should be amended so that the clerk and chairman of the school board be authorized to execute the bonds instead of the clerk and director. No such office as the last named is known to our present school law.

Fourth. A law should be enacted at once that will prevent further trespass upon the school lands, and a memorial should be addressed to Congress, begging that authority be granted to rent the school lands.

Fifth. That a general territorial tax be levied for the support of schools, to be distributed by this office to the several counties, in proportion to the school enrollment.

Sixth. Section 92 should be amended, making it necessary for the clerk of the township school board to hold a receipt from the county superintendent that his annual report has been correctly made and delivered before he is allowed the last half of his year's salary.

Seventh. An appropriation should be made to enable the territorial board of education to procure plans and specifications of school houses, and a law should be enacted requiring the use of some of the plans so procured.

Eighth. There should be a uniform law regulating the outhouses of the rural schools.

Ninth. A clause should be added requiring every school district to maintain at least four months of school each year.

Tenth. Section 37 should be amended so as to permit holders of the first grade certificate to teach in any county in the territory, and the time for which it is valid should be extended to three years.

Eleventh. Power should be granted this board to enforce the use of the course of study authorized by law.

Twelfth. The law should be so amended as to allow the directors of the sub-districts the sum of two dollars for each of the quarterly meetings of the school board which he attends, instead of the one dollar per year now allowed by law.

Thirteenth. The appropriation of $50 per county for institute purposes made in section 107 should be changed to an appropriation of $4,800 per year for the employment of four institute conductors for the territory. An appropriation should also be made to cover their necessary expenses while working under the direction of the territorial board of education.

Fourteenth. A law should be enacted creating and locating a normal school for North Dakota.

Fifteenth. The law relating to powers of the sub-district director should be so amended as to leave the entire control of the schools and the employment of the teacher to the township school board.

Sixteenth. A law should be enacted making it a misdemeanor for the clerk and chairman to execute any contract unless previously ordered so to do at a regular meeting of the board or at a special meeting called according to law. Directors should be prohibited from signing any contract or agreement for furniture or fixtures at any time.

Seventeenth. The term of office of the county superintendent should be extended to four years. Residence in the county should not be considered a necessary qualification, and a minimum standard of qualification should be established. He should be subject to removal by the territorial board of education.

CONCLUSION.

The year has been one of substantial progress in all lines of our educational work. As we look back, there seems to have been a genuine educational awakening. All lines of the work have made progress, and there has been much done towards a more comprehensive and uniform system of schools, embracing our common rural schools, city graded and high schools, normal schools, colleges and universities. This tendency has been welcomed and encouraged, and we have done all we could to promote it. Teachers, officers and people recognize more and more the importance of uniformity of system and action, and will be contented with nothing else. The outlook is most promising. With an efficient and intelligent county supervision, a better standard of teaching, more correct methods of work, and an appreciative public sentiment, a large work may be expected. There is harmony in the educational ranks, and a determination among our educators to make Dakota the first in educational progress. We hope that the legislature will give that considerate attention to our educational needs which the importance of the subject demands. We are making history at the present time, as fast as any people ever made it. We who are now in Dakota are laying the foundation stones of the commonwealth, and whether future generations bless or curse us depends upon the results of our present work.

Respectfully submitted,

EUGENE A. DYE,
GEO. A. MCFARLAND,
FRANK A. WILLSON,
Territorial Board of Public Instruction.

EXHIBIT NO. 1.

GENERAL STATISTICAL TABLES FOR THE YEAR ENDING JUNE 30, 1887.

SCHOOLS, HOUSES, ETC.

Term ending June 30,

1887.

County.	No. of graded schools.	No. of rooms in same.	No. of ungraded schools.	No. of school houses in counties.		No. of houses built in the year,	Total seat'g capacity of houses.	Total value of school houses, sites and furniture,
				Graded.	Ungraded.			
Aurora	2	8	80	2	80	7	2,054	$54,504 93
Beadle	5	15	115	13	115	13	2,969	86.171 10
Barnes	1	2	85	1	85	1	2,022	99,890 55
Benson			11		1	1	314	8,684 04
Billings		1	1		1		30	72 00
Bon Homme	3	8	67	3	60	24	2,442	74,550 00
Bottineau			5		1		129	516 00
Brookings	4	10	91	3	87	1	2,822	54,065 00
Brown	6	18	128	7	127	10	4,081	120,213 98
Brule	3	9	73	3	72	2	2,236	50,130 00
Burleigh	1	8	27	1	24	3	1,005	63,300 00
Butte			15		11		340	6,716 25
Campbell			12		9	2	323	8,043 50
Cass	10	26	111	10	116	5	4,977	340,507 00
Cavalier			30		21	2	790	12,025 00
Charles Mix			51		45	1	1,073	24,719 00
Clark	2	5	61	2	58	3	1,607	38,870 08
Clay	1	4	48	1	45	1	1,897	33,345 00
Codington	3	16	44	5	49	5	1,714	48,328 88
Custer	1	2	16	1	16	3	494	13,650 00
Davison	1	2	46	1	46	2	1,458	28,909 00
Day	2	5	77	2	47	2	1,143	23,200 00
Deuel	1	2	58	1	54	6	1,164	32,200 00
Dickey	1	4	53	1	51	7	1,052	34,310 00
Douglas	1	2	64	1	39	15	1,070	21,023 90
Eddy			7		6	1	196	3,805 00
Edmunds	1	3	41	1	42	14	1,149	19,373 18
Emmons			13		14	6	452	13,063 00
Fall River			10		3	3	174	5,775 00
Faulk	1	2	58	1	50	7	1,082	31,702 72
Foster			16		16	2	468	8,869 98
Grand Forks	3	18	93	3	94	3	3,156	138,072 50
Grant	2	7	61	2	57	2	1,987	45,475 00
Griggs			31		30	4	706	25,373 00
Hamlin	2	4	42	2	42	4	1,268	32,567 59
Hand	3	9	111	3	110	12	2,845	67,101 00
Hanson	1	3	53	1	52	1	1,456	23,575 00
Hughes	4	10	32	6	28	1	1,185	28,080 33
Hutchinson	2	4	79	3	67	12	2,653	37,043 49
Hyde	3	7	41	3	39	3	1,064	24,691 00
Jerauld			58		58	2	1,096	28,107 00
Kidder	1	2	9	1	7	2	280	12,050 06

SCHOOL HOUSES, ETC.

Term ending June 30,

1887.

County.	No. of graded schools.	No. of rooms in same.	No. of ungraded schools.	No. of school houses in counties.		No. of houses built in the year.	Total seat'g capacity of houses.	Total value of school houses, sites and furniture.
				Graded.	Ungraded.			
Kingsbury	3	8	87	3	87	3	2,370	$62,802 33
Lake			61		61		1,556	31,700 00
La Moure	2	5	19		8	8	679	21,100 00
Lawrence	5	16	28	5	29	2	1,775	48,073 40
Lincoln		8	73	3	72	3	2,536	58,612 00
Logan			1		1	1	72	2,313 00
Mercer			6		6		188	5,850 50
McCook	3	6	68	3	67	4	2.400	47,942 00
Marshall	1	2	39	1	33	2	784	21,200 00
McHenry			7		3	3	140	1,354 99
McIntosh			3		3	3	140	
McLean			12		11		276	7,977 68
McPherson			15		14	2	408	8,138 41
Miner	2	5	68	2	68	2	2,741	59,142 00
Minnehaha	6	25	88	2	87	9	3,073	108,023 32
Moody	2	6	53	2	54	5	1,598	41,192 30
Morton			17		18	6	408	20,145 77
Oliver			7		7	2	116	1,393 21
Nelson			33		33	3	526	9,775 36
Pembina	5	11	75	5	75	9	3,495	72,810 00
Pennington	1	6	30	1	28	8	858	30,459 00
Potter			26		24	5	782	19,301 25
Ramsey	1	4	42	1	40	12	1,162	28,752 89
Ransom	1	5	48	1	48	3	1,286	41,378 00
Richland	1	4	98	2	85	9	2,514	70,000 00
Roberts			29		28	9	811	15,450 00
Rolette			11		12	4	396	7,117 32
Sanborn			57	1	56	2	1,707	40,642 72
Sargent			41		37	11	1,042	35,879 00
Spink	3	8	129	3	122	4	3,894	99,349 54
Stark	1	2	10	1	5	2	249	4,450 00
Steel			39		39	16	1,212	30,421 70
Stutsmau			48		49	5	1,280	47,908 00
Sully			54		58	5	1,236	33,529 06
Towner			7		1	1	198	4,720 00
Traill	4	10	67	4	68	11	2,807	66,743 86
Turner	5	1	75	4	75	4	2,526	51,935 00
Union	3	8	63	3	63		2,443	34,909 00
Walsh	4		87		87		3,722	75,000 00
Walworth			11	2	10	2	302	10,118 56
Wells			6		6	3	127	3,129 75
Yankton	1	2	58	1	57	3	1,853	23,065 00
Total	128	358	3,920	134	3,730	381	126.256	$3,225,126 58

NUMBER OF TEACHERS, WAGES, ETC.

Term ending June 30,

1887.

County.	Number of Teachers Employed.			Average Monthly Wages of Teachers.		Total amount paid for Teachers' Wages.
	Male.	Female.	Total.	Male.	Female.	
Aurora	32	66	98	$28.73	$26.45	$14,469 32
Beadle	48	117	165	33.02	29.70	18,441.07
Barnes	28	51	79	45.00	35.00	11,032.59
Benson	3	7	10	42.50	30 00	1,720.14
Billings		1			50 00	531.33
Bon Homme	36	46	82	33.36	29.26	13,778.61
Bottineau	3	5	8	31.67	28 00	552.34
Brookings	46	98	144	27.00	25.60	16,664.42
Brown	79	140	219	37.25	29.24	25,835.92
Brule	27	70	97	30.94	27.32	12,686.27
Buffalo						
Burleigh	11	27	38	47.65	35.05	9,489.62
Butte	4	11	15	42.50	40.07	2,927.42
Campbell	2	13	15	30.00	27.20	425.80
Cass	53	145	198	45.90	43.25	48,407.14
Cavalier	9	21	30	34.14	29.53	3,431.59
Charles Mix	25	34	59	27.25	25.72	3,255.47
Clark	31	66	97	33.01	26.73	6,091.67
Clay	27	57	84	36.00	29 50	10,405.11
Codington	25	62	87	37.11	28 93	12,217.18
Custer	9	9	18	50.00	39.25	3,258.60
Davison	15	53	68	28.52	26 57	7,427.38
Day	12	67	81	33.61	24.96	7,757.78
Deuel	26	60	86	31.73	28.03	8,830.13
Dickey	16	52	68	33.60	29 00	6,766.20
Douglas	33	33	66	28.10	26.35	4,933.17
Eddy	2	5	7	25 00	29.50	771.00
Edmunds	10	35	45	27.10	29.94	4,108.14
Emmons		14	14		30.81	1,284.11
Fall River	3	7	10	52 50	46 50	1,773.74
Faulk	20	59	79	29.25	27.42	5,693.60
Foster	3	14	17	51.70	31.68	2,390.57
Grand Forks	33	100	133	37.10	22.75	25,288 74
Grant	30	76	106	30.02	26 88	12,831.13
Griggs	12	24	36	37.42	35 55	5,988.94
Hamlin	21	33	54	32.92	28 24	8,746.20
Hand	36	112	148	30.25	27.35	18,630.47
Hanson	18	70	88	27.24	27.85	9,330.82
Hughes	15	32	47	47.43	31.91	9,464.99
Hutchinson	63	39	102	28.91	26.09	10,840.18
Hyde	14	41	55	29.00	25 90	2,828 37
Jerauld	32	40	72	26.79	25.70	5,228.08
Kidder	3	7	10	40.00	32.34	1,713 13

NUMBER OF TEACHERS, WAGES, ETC.

Term ending June 30,

1887.

County.	Number of Teachers Employed.			Average Monthly Wages of Teachers.		Total amount paid for Teachers Wages.
	Male.	Female.	Total.	Male.	Female.	
Kingsbury	40	97	137	29 87	28 28	16,635.97
Lake	25	71	96	26.24	24 90	9,730.00
La Moure	4	22	26	56.48	33.13	4,567.85
Lawrence	14	32	46	67.35	52.62	19,410.39
Lincoln	47	78	125	32.30	28.70	16,673.24
Logan	.....	1	1	.....	30.00	.....
Mercer	.....	5	5	.....	35 00	700.00
McCook	30	68	98	30.85	28 77	11,121.67
Marshall	9	5	7	35.00	35.00	316.56
McIntosh	.....	3	3	.....	25.00	63.60
McLean	6	8	14	36 34	34 31	1,978.47
McPherson	6	14	20	42.66	26.76	1,932.10
Miner	27	77	104	26 62	29.26	11,067.61
Minnehaha	56	99	155	35.09	29.40	17,744.03
Moody	22	74	96	31.42	24.98	9,436.28
Morton	.....	14	14	....	36.01	2,305.84
Nelson	6	9	15	35.50	32.09	3,606.58
Oliver	2	5	7	30.00	30.00	95.53
Pembina	45	70	115	42.50	33.50	20,846.28
Pennington	11	29	40	54.52	45.50	4,739.13
Potter	14	28	42	25.36	27.72	2,317.06
Ramsey	14	34	48	35.00	31.98	7,265 93
Ransom	17	43	60	36.75	34 60	10,597 89
Richland	51	66	117	38.00	34.00	13,463.43
Roberts	20	25	45	29.34	26.57	3,139.87
Rolette	6	10	16	31.00	27.60	972.41
Sanborn	28	61	89	29.10	27.20	9,497.60
Sargent	23	31	54	36.54	33.35	4,948.01
Spink	69	116	185	32.45	29.00	27,284.97
Stark	3	10	13	33 35	31.07	1,797.81
Steel	20	27	47	43.05	36.20	6,251.68
Stutsman	5	41	46	34.50	34.40	9,281.94
Sully	14	40	54	26.56	28.03	6,852.71
Towner	.....	7	7	....	30 83	728.15
Traill	29	78	107	45.27	38.41	19,465.37
Turner	41	69	110	35.41	29.64	16,382.32
Union	30	75	105	34.51	27.68	15,130.24
Walsh	40	111	151	39.84	35.00	21.752.63
Walworth	....	11	11	.....	25.04	1,192.49
Ward	.....	.....	.....	.....	.....	.....
Wells	2	5	7	47.50	34.00	729.00
Yankton	31	49	80	32.41	34.10	14,792.41
Total	1,724	3,784	5,508	$36.16	$31.38	$730,379.96

SCHOOL CENSUS, ENROLLMENT, ATTENDANCE, ETC., COST OF TUITION, AND NUMBER OF DAYS OF SCHOOL.

For the year ending June 30th, 1887.

COUNTY.	Whole number of unmarried persons between 7 and 20 years of age.			Whole number of different pupils enrolled in the schools.	Per cent. of attendance of those enrolled.	Average cost of tuition per month per pupil.	Average number of days school was taught.
	Male.	Female.	Total.				
Aurora	870	778	1,653	1,382	76	$1 88	113
Beadle	1,844	1,332	3,176	2,686	60	2.40	124
Barnes	926	880	2,056	1,206	....	2.60	109
Benson	126	102	228	154	67	1 97	125
Billings	8	11	19	15	75	6.64	201
Bon Homme	1,405	1,318	2,723	2,058	59	1.91	118
Bottineau	172	142	314	179	43	2.46	94
Brookings	1,331	1,170	2,501	2,524	60	2.12	121
Brown	1,516	1,601	3,348	2,722	70	1.88	114
Brule	1,018	877	1,895	1,660	66	2.81	110
Buffalo							
Burleigh	461	463	924	689	72	3.21	104
Butte	141	92	233	184	57	5 27	108
Campbell	134	118	252	165	63	5.54	67
Cass	2,176	1,951	4,127	3,725	54	3 49	142
Cavalier	579	450	1,029	688	56	2.13	93
Charles Mix	631	478	1,109	979	66	1.48	84
Clark	741	651	1,392	1,292	56	1.60	118
Clay	1,142	1,023	2,165	1,884	50	1.40	133
Codington	905	838	1,743	1,444	69	2.86	111
Custer	307	239	561	377	76	5.19	100
Davison	500	454	954	893	75	2.04	139
Day	888	805	1,693	1,368	77	2.31	92
Deuel	779	658	1,437	1,197	57	2.20	102
Dickey	500	476	976	927	90	1.85	100
Douglas	611	578	1,189	1,064	65	1 43	65
Eddy	72	87	159	89	67	2 90	92
Edmunds	540	488	1,028	723	72	1.97	141
Emmons	156	135	291	169	74	2 54	94
Fall River	81	75	156	146	69	3 62	93
Faulk	634	530	1,164	703	.....	3.88	87
Foster	158	103	261	198	67	1 37	131
Grand Forks	1,604	1,678	3,282	2,553	.....	2.85	102
Grant	840	792	1,732	1,489	63	2.99	114
Griggs	298	273	571	466	66	2.08	92
Hamlin	490	452	942	850	63	2.48	112
Hand	1.103	962	2,065	1,948	64	3.05	116
Hanson	551	517	1.068	1,075	67	1.75	113
Hughes	494	451	945	852	56	2 99	114
Hutchinson	1,665	1,514	3,179	2,121	56	2.43	95
Hyde	282	277	559	620	82	2 35	88
Jerauld	552	473	1,025	999	68	2.93	83
Kidder	160	137	297	173	57	3.10	107
Kingsbury	1,048	876	1,924	1,902	59	1.84	128

SCHOOL CENSUS, ENROLLMENT, ATTENDANCE, ETC., COST OF TUITION AND NUMBER OF DAYS OF SCHOOL.

For the year ending June 30th, 1887.

COUNTY.	Whole number of unmarried persons between 7 and 20 years of age.			Whole number of different pupils enrolled in the schools.	Per cent. of attendance of those enrolled.	Average cost of tuition per month per pupil.	Average number of days school was taught.
	Male.	Female.	Total.				
Lake	724	621	1,345	1,316	.....	$1.35	121
La Moure	238	177	415	305	.....	3.81	104
Lawrence	1,089	963	2,046	1,660	75	2.73	113
Lincoln	1,414	1,279	2,693	2,306	55	.....	.....
Logan	15	14	29	15	80	2 00	34
Mercer	48	38	86	54	73	4.33	80
McCook	816	739	1,555	1,550	67	1.56	110
Marshall	369	302	671	494	62	1.67	104
McHenry	86	82	168	98	69	1.43	150
McIntosh	.....	.....	.....	43	81	.....	84
McLean	155	131	286	223	54	2.82	119
McPherson	191	155	346	245	57	2.40	96
Miner	717	633	1,350	1,240	64	1.49	120
Minnehaha	1,867	1,558	3,425	3,699	.....	3.19	.....
Moody	803	686	1,489	1,324	55	2.47	112
Morton	323	225	548	290	65	2.23	101
Nelson	431	318	749	648	69	2.16	.....
Oliver	47	41	88	72	64	3.18	70
Pembina	1,932	1,645	3,577	2,897	62	1.36	113
Pennington	516	501	1,017	740	.....	3.03	113
Potter	316	309	625	416	56	2 27	86
Ramsey	443	392	835	742	68	2 27	96
Ransom	537	573	1,103	843	.....	2 29	....
Richland	1,279	1,192	2,471	2,164	92	3.20	120
Roberts	336	275	611	553	62	2.45	91
Rolette	180	146	326	230	67	1 69	86
Sanborn	608	510	1,118	1,109	63	2.34	99
Sargent	569	424	993	765	84	1.33	160
Spink	1,523	1,277	2,800	2,643	65	2.06	129
Stark	252	214	466	258	44	3.44	114
Steel	434	354	788	577	66	3.86	102
Stutsman	416	353	769	499	83	3.85	109
Sully	412	369	781	705	68	3.14	.....
Towner	66	66	132	94	.....	6.20	.....
Traill	994	897	1,891	1,746	63	2.02	144
Turner	1,363	1,221	2,584	2,073	56	1.39	116
Union	1,407	1,302	2,709	2,331	56	2.09	128
Walsh	1,728	1,528	3,256	2,872	.....	.....	.....
Walworth	126	109	235	126	67	3.03	89
Ward	.....	.....	.....	.....	.....	.....	.....
Wells	61	37	98	81	71	3.27	89
Yankton	1,757	1,684	3,420	2,368	62	1.58	122
Total	57,030	50,645	108,240	89,750	66	$2.59	109

OUTSTANDING BONDS, WARRANTS, ETC., SALARY OF COUNTY SUPERINTENDENTS AND AMOUNT PAID SCHOOL OFFICERS FOR SERVICES AND EXPENSES.

For the year ending June 30th, 1887.

COUNTY.	Total outstanding bonds, par value.	Outstanding warrants, not complete.	Average rate of interest on bonds,	Whole amount paid subordinate school officers for services.	Amount paid county superintendents.
Aurora	$53,384.99	$1,493.26	7 1-7	$1,384.91	$982.60
Barnes	65,794.15	15,429.12	8	.....	308.41
Beadle	69,395.66	.....	7	965.50	1,490.30
Benson	8,550.00	.....	8	200.00	401.48
Billings	.....	.....	.....	91.45	86.90
Bon Homme	17,425.00	2,310.00	.....	733.00	609.00
Bottineau	400.00	489.66	8	110.00	115.00
Brookings	43,550 00	2,700.00	8 5/8	1,365.00	1,100.00
Brown	104,700.00	5,644.11	.....	1,899.13	1,089.13
Burleigh	49,178.00	.....	7 1/4	714.70	889.25
Buffalo	.....	.....	.....	85.50	.....
Burle	22,660 00	150.00	7 7-10	752.50	814.10
Butte	5,950.00	.....	8	335 00	327.00
Campbell	7,100.00	428.11	7 1/4	56.30	160.00
Cass	107,800.00	38,880.24	.....	1,286.48	1,653.77
Cavalier	11,025.00	.....	8	586.25	550.00
Charles Mix	24,209.25	.....	7	569.86	500.00
Clark	33,400.00	5,069.21	7 1-5	1,044.05	452,23
Clay	11,500.00	629.30	7 1-7	135.00	667.00
Codington	24,775.00	110.00	8	1,554.00	900.00
Custer	21,500.00	1,868.75	.....	.....	143.50
Davison	29,702.64	2,556.00	7	618.50	722.00
Day	32,200.00	.....	7 1/2	692.50	623.70
Deuel	32,200.00	.....	8	266.63	440.50
Dickey	.....	.....	.....	793.34	718.60
Douglas	16,150.00	2,961.50	7 8-10	920.95	790.34
Eddy	3,300.00	829.00	.....	120.00	133 95
Edmunds	18,329.21	2,788.85	7 1/2	510.29	694.55
Emmons	14,600.00	.....	7 1/3	133.00	277.10
Fall River	5,000.00	80.00	7	.....	121.50
Faulk	23,900.00	1,410 85	.....	718.50	544 88
Foster	8,700.00	134.78	7 1/2	524.84	125.50
Grand Forks	102,270.00	.....	8	221.70	1.250.00
Grant	35,350.00	2,668.56	7 5/8	840.62	592.65
Griggs	16,177.33	276.85	7 3/4	314.18	412.00
Hamlin	24,522.00	.....	7 2-5	265.20	492.80
Hand	56,755.00	.....	7	1,681.21	825.65
Hanson	29,900.00	160.00	7 1/3	432.00	562.65
Hughes	13,500.00	.....	7	648.85	659.13
Hutchinson	19,350.00	.....	8	144.34	915.70
Hyde	28,666.00	6,214.70	.....	1,064.75	819 67
Jerauld	27,600.00	.....		963.25	662.50
Kidder	11,100.00	896.43	77½	376.00	145 00

OUTSTANDING BONDS. WARRANTS, ETC., SALARY OF COUNTY SUPERINTENDENT AND AMOUNT PAID SCHOOL OFFICERS FOR SERVICES AND EXPENSES.

For the year ending June 30th,
1887.

COUNTY.	Total outstanding bonds, par value	Outstanding warrants, not complete.	Average rate of interest on bonds.	Whole amount paid subordinate school officers for services.	Amount paid county superintendents.
Kingsbury	60,462 50		7 ½	915.00	1,002 20
Lake	22,097 00		8 ½	662.00	500.00
La Moure	13,600 00	572 73		566.00	420.00
Lawrence	77 442 95		8	230.00	980.00
Lincoln	28,874 52	3,432 30		247.90	897 25
Logan	1,400 00	862 50	8	135.78	71.40
Mercer	5,000 00	2,401 41	8	132.00	42.90
McCook	51,505 00	537 00	7 8-16	768.90	425 60
Marshall	20,000.00		7 1-6	339.00	508.55
McHenry	1,300 00		7	275 80	220.55
McIntosh	1,700 00	1,700.00		170,55	84.00
McLean	6,400.00		7	390.00	334.68
McPherson	7,300 00		7¼	68 00	401.28
Miner	61,664 00	16,010.32	7⅓	116.77	836.10
Minnehaha	58,407 00			362 25	1,000.00
Moody	17,300 00			205 62	555 26
Morton	11,700 00		7 9-10	383 50	750.00
Nelson	60,000 00				816.00
Oliver	1,500 00	1,320.50	8		37.50
Pembina	56,000,00		7	307.00	1.260.40
Pennington	19,600 00		7 ½	274.00	276.50
Potter	18,900.00	304.63	7 1-10	708 99	585 12
Ramsey	21,600.00		7 ½	120 00	400.00
Ransom	18,200.00		7	802 25	783.50
Richland	14.600.00	1,892 00	8	1,046.00	1,200.00
Roberts	14,650 00	2,300 00	8	443 40	416 30
Rolette	7,169 90	1,335 00	8	360.00	400 00
Sanborn	38,400 00		7	1,234 11	601.50
Sargent	33,200 00	967.64	7 ½	872.00	620.00
Spink	92,885 00	2,500 00	7 ¼	1,336.90	1,184.00
Stark	4,500.00		8	266 00	299.45
Steel	22,320 00		7 ½	1,039 70	620 00
Stutsman	15,600 00		6 2-5	813.00	1,320.00
Sully	32,700 00		7 ¼	1,064.60	481.95
Towner	4,100.00	1,271 24	7 ⅔	290.00	350.00
Traill	24,450.00		8	1,411 30	1.095.85
Turner	18,300 00	6,672.60	7 ⅜	882 00	944.98
Union	2,390.00	1,946 00	8 ½	241 00	996 01
Walsh	75,290 00		8	854 00	840.10
Walworth	9 690 00		7 ⅛	407.65	277.92
Ward	700 00	323.40	7		
Wells	2,500.00		7 ⅓	167.0[illegible]	93 30
Yankton	22,180.00		8		1,072.50
Total	2,300,236 20	142,529.55	7 ½	48,152 30	51,772.99

CERTIFICATES GRANTED, FEES COLLECTED, ETC.

For the Term ending June 30,

1887.

County.	No of Certificates issued during year ending June 30, 1887.					Number of Applicants Rejected.	Amount of Institute Funds Collected.	Amount of Institute Funds on hand, June 30, 1887.	Number of Teachers in County holding Certificates.
	1st Grade.	2nd Grade.	3rd Grade.	Probation.	Total.				
Aurora	16	30	12	.....	58	6	$58	$44.75	85
Beadle	13	44	61	....	118	3	121	43.00	150
Barnes	3	13	21	4	41	13	54	.....	84
Benson	1	4	9	.....	14	1	15	16.00	16
Billings	.....	.....	.....	.....	...	.....	.....	.....	...
Bon Homme	8	15	41	.....	64	7	71	100.00	60
Bottineau	2	.....	5	.....	7	4	11	24 00	6
Brookings	7	22	57	12	98	24	110	50.00	80
Brown	20	35	79	32	166	...	166	103 43	200
Brule	1	14	40	...	55	4	59	24 00	54
Buffalo	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burleigh	.....	2	20	...	22	....	22	52.00	35
Butte	4	6	4	1	15	.....	15	44.00	8
Campbell	....	2	16	..	18	.....	18	38 00	10
Cass	12	36	48	8	104	10	114	95.00	140
Cavalier	.....	2	22	...	24	1	25	49.00	32
Charles Mix	11	12	16	...	39	5	39	24.35	40
Clark	19	10	15	1	45	2	47	106 00	70
Clay	5	12	13	....	48	21	50	63.00	60
Codington	3	7	15	.....	25	5	30	32.51	48
Custer	....	3	4	.....	7	1	7	39 00	20
Davison	5	10	16	....	31	10	41	62.00	40
Day	7	16	19	11	53	10	52	82.00	64
Deuel	3	14	24	.....	41	5	36	36 00	45
Dickey	9	20	35	.....	64	.....	64	15.00	75
Douglas	8	17	20	6	51	3	54	65.50	37
Eddy	....	2	4	.....	6	...	6	6.00	5
Edmunds	5	11	21	.....	37	2	39	34 00	34
Emmons	1	3	8	.....	12	...	12	35.00	11
Fall River	2	2	7	.....	11	...	11	18.00	10
Faulk	5	20	22	11	58	3	61	127 20	58
Foster	1	7	5	.....	13	2	15	1.00	16
Grand Forks	4	56	26	.....	86	8	85	11 00	115
Grant	5	21	19	.....	45	5	50	16.85	46
Griggs	2	6	7	.....	15	6	12	53.00	18
Hamlin	2	17	29	.....	48	7	55	7.00	33
Hand	17	32	39	.....	88	11	99	50.95	100
Hanson	10	11	28	10	59	5	64	27.00	58
Hughes	1	10	23	...	34	9	43	60.75	22
Hutchinson	5	18	42	.....	65	2	67	61.52	63
Hyde	3	9	21	13	46	9	55	92.50	40
Jerauld	3	13	16	.....	32	2	34	10.11	41
Kidder	1	6	1	.....	8	.....	8	32.00	10

CERTIFICATES GRANTED, FEES COLLECTED, ETC.

For the Term ending June 30,

1887.

County.	No. of Certificates issued during year ending June 30, 1887.					Number of Applicants Rejected.	Amount of Institute Funds Collected.	Amount of Institute Funds on hand, June 30, 1887.	Number of Teachers in County holding Certificates.
	1st Grade.	2nd Grade.	3rd Grade.	Probation.	Total.				
Kingsbury	5	11	40		56	28	$84	$3.25	70
Lake	11	17	30	10	68	19	68	88.00	70
La Moure	2	8	12		22	6	24	7.00	28
Lawrence	17	7	9		33		33	58.00	50
Lincoln	15	33	41	9	98		98	59 86	100
Logan			1		1		1	2.00	3
Mercer			1		1	5	5	16.00	5
McCook	10	14	28	3	58	12	55	97.00	65
Marshall	2	8	20	8	38		38	17.00	30
McHenry		4	6	1	11		11	17.00	13
McIntosh									
McLean	2	3	3		8		8	30.00	9
McPherson	1	3	13		17		17	29.00	12
Miner	11	15	30	5	61	6	61	4.00	60
Minnehaha	20	26	31	14	81		91	28.45	90
Moody	5	16	26	8	56	11	66	57.00	60
Morton	2	5	1	1	9	3	9		19
Nelson	3	2	11		16	4	20	17.75	15
Oliver		1	7		8		8	12.00	3
Pembina	4	18	50		72	15	80	99 90	97
Pennington	7	5	1		13		13	58.75	33
Potter	2	11	10	4	27		27	27.00	36
Ramsey	2	5	10		17	6	23	40.95	35
Ransom	3	9	18		30	5	30	5.00	60
Richland	8	24	10		42		42	30.00	48
Roberts	1	4	30		35	10	35	19.00	20
Rolette		1	5		6	1	6	22.00	10
Sanborn	5	23	39		67	6	33	10.00	43
Sargent	4	20	33		57	5	62	13.00	70
Spink	15	59	82	10	166		161	123.00	120
Stark		4	3	3	9		9	18.00	10
Steel	6	15	10		31	6	37	86.00	20
Stutsman		13	21		34	2	32		60
Sully	1	9	25	11	46	6	51	49 00	44
Towner		4	4		8		8	8 00	11
Traill	6	11	43		60	9	72	92.50	80
Turner	10	22	27		59	11	34	108.02	95
Union	7	23	50		80	8	85	12.25	84
Walsh	6	14	42		62	10	71	76.00	96
Walworth	4	7	9		20		20	43.00	11
Ward									
Wells		2	5	1	8	3	11	17.30	7
Yankton	10	15	25		45	6	4	2.00	67
Total	441	1081	1792	196	3316	409	$3,638	$3258.11	3991

STATEMENT OF RECEIPTS OF FUNDS FOR SCHOOL PURPOSES, FROM VARIOUS SOURCES.

For the year ending June 30, 1887.

County.	Cash in the School Treasuries July 1st, 1886,	Received into the Special Fund from all sources	Received from County apportionment.	Receipts from Sale of Bonds.	Total Receipts of Funds for Common School purposes, for year ending June 30, 1887.
Aurora	$2,229.40	$21,938 37	$3,719 94	$4,655 51	$31,536.94
Beadle	6,914 08	23,861 82	8,222 27	5,940 61	50,247 93
Barnes	10,093 78	17,495.09	27,260 93		34,795 52
Benson	328 27	1,641.09	774 72	701 75	3,445.53
Billings		1,335 85			
Bon Homme	2,399 44	20,656 66	4,759 00	4,527 69	32,352.79
Bottineau	138.90	467 82	321 83		928 55
Brookings	7,391 34	25,070 52	5,152 72	3,219 50	40,834 25
Brown	13,157 60	36,221 61	7,173,61	6 311.00	58,120.37
Brule	2 884 19	18,346 88	2,947.01	5.125.00	29,410 48
Buffalo					
Burleigh	2,698 23	7,595 40	4,450 24	1,900.00	16.643.87
Butte	1,282 06	2,926 58	897 01	3 60	5,109 25
Campbell	262 58	772.37	602 42	693 00	2,330 37
Cass	75,607 03	64,425.84	23,739 05	310.77	164,082 69
Cavalier	916 08	4,007 41	1,102 24	175 78	6,201 51
Charles Mix	905.76	5,044 34	1.463.66		7,472 70
Clark	1,796 90	8,973 85	2,121 71	796 00	13,688 46
Clay	4,141 46	10,857 57	3,804,19	1,242.00	20 045 22
Codington	5,587 24	13,678 39	2,791.35	5,389 85	27,436 73
Custer	2.497.43	3,783 34	1,436 60		7,767 42
Davison	2,530 77	10,784.54	1,934 77	987 00	16.234 07
Day	1,237.62	11,103.72	2 333.90	3,502 50	18,177 74
Deuel	6.665.85	12,365 13	2,446.09	1,619 87	23,196 94
Dickey	5,438 83	7,946.43	2,390 91	1,400 00	17,176 17
Douglas	1,190 74	7,474 92	1,293 57	3,670 00	13,629 23
Eddy	547 37	609 54	217 44	1,372.11	2,880 20
Edmunds	3,584.86	5,745 36	1,457 34	7,022 33	17,809 79
Emmons	683 76	1,498.71	1,053 02	686 00	3,392.79
Fall River	9 75	2,690 08	1,256 38	2,425 00	6,381.21
Faulk	3,023 09	9,391 84	2,617 90	3,898 42	18,931 25
Foster	828 34	3,706 26	767.04	2,097.00	7,399 14
Grand Forks	13,930.41	27,625 81	7,334.33	8,898 00	57,848.55
Grant	2,838.37	19,128.00	3,163 35	3,356 80	28,486 56
Griggs	2,648.82	8,547 52	3 535 90	700 00	15,432 24
Hamlin	1,675 60	12,327.77	2,727 36	2,700 00	19,445 93
Hand	5,103 15	28,557.93	4,481 92	3,294.90	41,437 90
Hanson	3,500.74	13,906.42	2,622 57	490 00	20,766 32
Hughes	6,034.71	11,804.23	3,290.69	865 74	22.055 19
Hutchinson	4,832 23	12,159 77	5,382.68	4,541 00	26,915 68
Hyde	1,395 34	6.020.15	1,576.59	606 00	9,598 08
Jerauld	1,264.48	7,544.17	1.576 17	285 00	10,663 10
Kidder	4,317.42	3,010 27	1,339 67	684 00	9,353 36

STATEMENT OF RECEIPTS OF FUNDS FOR SCHOOL PURPOSES, FROM VARIOUS SOURCES.

For the year ending June 30, 1887.

County	Cash in the School Treasuries July 1st, 1886.	Received into the Special Fund from all sources	Received from County apportionment	Receipts from Sale of Bonds.	Total Receipts of Funds for Common School purposes, for year ending June 30, 1886.
Kingsbury	$5,291 73	$24,953.83	$3,694 15	$2,401.05	$36,349.76
Lake	1,436 72	12,974 92	3,373 72	2,000.00	19,728 58
La Moure	3,261 03	8,095 66	2,142 75	700 81	16,315.24
Lawrence	16,310 10	21,357 80	5,122 80	3,128.19	38,208.60
Lincoln	6,112 81	25,269 00	4,470 03	4,546 68	40,382 22
Logan		73 62		1,420.32	1,493 94
Mercer	460.03	321 70	26 92	515 85	1,362.50
McCook	3,323.59	18,978 61	2,579 42	5,198 40	29,980.02
Marshall	1,259 12	8,666 69	1,452 68	620 50	11,987.90
McHenry		346 74	183 66	1,260 00	1,790 40
McIntosh		183 00		1,700 00	1,883 00
McLean	645 44	2,298 53	733 68		3,679 13
McPherson	621.75	2,869.22	765 71	293 75	4,550.43
Miner	789 00	18,456 25	1,923.26	2,342 37	24,408.88
Minnehaha	13,856.83	19,763 54	5,179.10	4.363 56	45,415.75
Moody	11,911 55	14,926 75	2,141 68	5,687.00	34,666 98
Morton	1,468 08	3,768 96	1,752 70	2,397.00	9 381.74
Nelson	749 33	5 568 39	2,288 56	9,003 61	16,609 69
Oliver	115 96	90.00	19 52	500.00	725 18
Pembina	7,712.83	24,821 77	5,791 59	4,368 50	42,694 49
Pennington	1,277 56	5,148.76	2,858 63	3,330.00	12,614.95
Potter	1,398.98	3,334.10	837 06	3 266 75	8,836.60
Ramsey	2,112 43	9,039 20	3,127 11	6,585 75	20,864.49
Ransom	4,538 46	22,840 32	4,872 24		32.255 33
Richland	8,903 12	16,700 36	6,359 98	1,900 00	36,294 09
Roberts	1,361 87	5,098.13	945 98	2,992 50	10,381.58
Rolette	3,070 07	1,480 97	237 80	890 50	5,298 36
Sanborn	1,041.01	16,431 16	2 621.77		20,407.61
Sargent	2,788.03	7,555.89	3,247 50	4,617 00	17,948.77
Spink	8,164 65	34,398 59	7,458 34	1,960.00	54,213.53
Stark	637 24	2,049 11	899 66	1,304 25	4,889 76
Steel	4,129 31	13,096 13	2.523.05	6,819.00	26,577 49
Stutsman	8,660 69	11,836 66	2,458.35	193.00	23 239 89
Sully	2,855,12	11,199 40	1,952.58	1,782 00	17,739.10
Towner	137 43	1,473 88	255.70		1,867.01
Traill	23,999 59	25,853 50	8,941.39		58,794 48
Turner	4,413 25	22,688.88	4,976 46	630.00	32,712 59
Union	3,620 67	16,202 20	5,046.27		24,869.14
Walsh	17,413 15	26,289 88	8,073 01	5,848 30	57,624 34
Walwoth	475.73	2,775 83	747.44	990.00	4,987 01
Ward					
Wells	334 77	1,529 97	568.84	1,274,00	3,707.58
Yankton	4,331.74	16,592 98	6,087 97	2,604.25	29,616.93
Total	$395,507.29	$1,000,450 45	$276,378 53	$195,428 62	$1,846,908 15

TABLE OF VARIOUS EXPENDITURES,

For the Year Ending June 30,

1887.

County.	Paid for School Houses, Sites and Furniture.	Paid for Teachers Wages.	Paid for all Incidental Purposes,	Paid Interest on School Bonds.	Paid for Purposes not befor included,
Aurora	$5,347.41	$14,469.32	$6,836.28	$4,576.01	$196.26
Beadle	9,365 74	18,441.67	9,555 67	6,684.24	1,459.68
Barnes	1,926.14	11,032.59	3.255 34	5,192.31	3,844.89
Benson	997.74	1,720.14	535.95	590.40	100 00
Billings	72 92	531.33	356.51		
Bon Homme	12,612.94	13,778 61	3,805 26	1,409 06	12 00
Bottineau	160.26	552.34	124.15	32.00	53.55
Brookings	4,104.28	16,664.42	6,518.70	3,646.69	3,345 55
Brown	11,754 43	25,835.92	8,802,23	6,280.23	1,312.18
Brule	3,729.90	12,686.27	5,197.28	3,306.27	
Buffalo					
Burleigh	2,410.76	9,489 62	1,411.35	895.99	38.50
Butte	880.40	2,927.42	1,031.62	164.25	
Campbell	768.91	425.80	157.72	537 76	50 00
Cass	17,919.45	48,407.14	14,095.18	11,447 12	1,068.97
Cavalier	637.78	3,431.59	841 79	910.73	
Charles Mix	603 39	3,255.47	1,592.64	1,719.41	167.87
Clark	1,742.18	6,091.67	2,605.50	1,455.37	234.14
Clay	3,029 56	10,405.11	2,634.48	805.00	420.89
Codington	4,562 01	12,217.18	2.457.60	2,090 22	1,697.36
Custer	728 31	3,258.60	1,011.66	350.05	29 00
Davison	1.665.10	7,427.38	3,737.75	1,667.91	350.62
Day	5,207 04	7,757.78	2,854.06	1,295.52	93.29
Deuel	3,533.81	8,830.13	2,559.94	3,276.31	674.67
Dickey	4,257.10	6,766 20	1,907.91	1,497.23	263.73
Douglas	4,181.17	4,933 17	2,489.43	1,206.68	
Eddy	392.98	771.00	443.21	278.50	
Edmunds	8,272.17	4,108 14	1,975.20	1,183.65	211.21
Emmons	962.27	1,284.11	401.71	1,012 33	77.10
Fall River	1,846,10	1.773.74	466.88	492.00	900.00
Faulk	6,097.20	5,693.60	3,001.40	1,584.95	75.00
Foster	2,029.27	2,390.57	1,024 78	568.97	
Grand Forks	7,132.21	25.288.74	4,515.47	6,554.32	8,755 86
Grant	2,388.07	12.831.13	5,878 26	3,179 23	1,590.45
Griggs	2,444 41	5,988 94	3,021.78	1,391.74	16.32
Hamlin	4,060 32	8,746 20	2,320.47	1,696 95	1,167.00
Hand	7,673.60	18,630.47	7,709.54	4.005.16	
Hanson	1,659.93	9,330.82	3,748 21	2 363.48	380.37
Hughes	1,613.50	9,464.99	3,431.47	950.50	15.00
Hutchinson	7,875 49	10,840.18	2,702 41	1,444.95	107.80
Hyde	1,034 94	2,828 37	3,211.06	1,701.03	60.90
Jerauld	879.38	5,228 08	2,372.77	1,825.10	15 12
Kidder	1,411.46	1,713 19	2,420.83	738 85	121.24

TABLE OF VARIOUS EXPENDITURES,
For the Year Ending June 30,
1887.

County.	Paid for School House Sites and Furniture.	Paid for Teachers Wages.	Paid for all Incidental Purposes.	Paid Interest on School Bonds.	Paid for Purposes not before included.
Kingsbury	3,840.40	16,635.97	5,194.31	4,917.78	1,063.37
Lake	2,757.97	9,730.09	1,960.99	2,154.80	1,514.97
La Moure	4,484 84	4,567.85	2,018.21	1,125.83	547.56
Lawrence	4,529.76	19,410.39	5,263.11	2,806.37	87.10
Lincoln	5,633.49	16,673 24	4,634.28	2,732.42	3,609.60
Logan	2,338.00	.....	41.50	56.00	.....
Mercer	10.00	700.00	100.84	442.18	206.00
McCook	3,748.10	11,121.67	3,804 07	4,776 05	4,918.80
Marshall	1,556 68	5,316.28	1,826.28	1,645.21	115.65
McHenry	1,192.99	301.56	144.74	8.25	.....
McIntosh	1,587.20	63.60	106.95	125.25	.....
McLean	213.98	1,978.47	842.31	363.50	29.06
McPherson	747.80	1,932.10	762 35	519.44	35.00
Miner	4,238.86	11,079 61	4,409.40	3,990.56	.....
Minnehaha	6,190.07	17,744.03	5,354.13	2,397.36	8,595.90
Moody	13,570.60	9,436.28	2,525 23	2,755.92	2,171.16
Morton	2,535.39	2,305.84	1,528.60	816.20	58.63
Nelson	6,320.23	3,606.58	1,625 65	1,369.35	665.91
Oliver	376.89	95.53	2.00	100.30	13.22
Pembina	6,779.38	20,846.28	6,021.24	4,007.48	74.00
Pennington	3,213 50	4,739.12	1,136.74	1,177.60	.....
Potter	3,106.62	2,317 06	1,576.93	1,019.45	.....
Ramsey	6,869.58	7,265.93	1,570.99	1,079.75	243.75
Ransom	8,063 39	10,597.86	3,516.30	1,842.12	249.86
Richland	7,268.77	13,463.43	4,776.32	829.04	1,744.39
Roberts	4,134.37	3,139.87	1,593.56	1,014.39	.....
Rolette	3,828 46	972.41	433.67	10.00	32.57
Sanborn	1,347.11	9,497.60	4,060.26	3,061.18	1,025.79
Sargent	5,925 12	4,948.01	2,430.62	1,701.47	818.00
Spink	7,315.87	27,284.97	9,045.00	7,386.11	.....
Stark	1,300.98	1,797.81	716.56	256.00	.....
Steel	12,190.45	6,251.68	3,505.53	1,247.23	573.41
Stutsmau	2,774.99	9,218.94	1,929.82	1,352.28	935.57
Sully	3,069.79	6,852.71	2,782.95	2,490.04	.55
Towner	94.80	728.15	200.87	474.57	276.48
Traill	12,661.66	19,465.37	6,195.91	2,785,73	2,447.16
Turner	4,260.56	13,382.32	6,850.61	2,098.23	1,004.84
Union	1,809.85	15,130.24	2,927.11	422.26	574.50
Walsh	11,756.79	21,752 63	7,788 19	6,146.92	496.57
Walworth	1,046.31	1,192.49	907.24	322.22	379.06
Ward	.....	.....	.....	.....	.....
Wells	1,728.46	729.00	300.57	140.18	85.17
Yankton	3,319.77	14,792.41	4,563.88	1,867.98	1,408.75
Total	$339,700.87	$727,374.92	$252,002.47	$167,837.47	$64.908.87

STATEMENT OF TOTAL EXPENDITURES.

For the year ending June 30th, 1887.

COUNTY.	Total expenditures for the common schools for the year ending June 30th, 1887.	Cash remaining in the school treasury June 30th, 1887.	Total amount to baiance receipts.
Aurora	$31,424.41	$3,941.19	$35,380.98
Beadle	44,734.90	5,916.18	50,247.93
Barnes	26,864.84	18,734.41	65,513.67
Benson	3,940 23	193.87	3,443 53
Billings	960.76	387.79	1,345.55
Bon Homme	31,617.87	734.92	32,352.79
Bottineau	922.30	6.25	928 55
Brookings	34,278 56	6,555 56	40,834 25
Brown	53,141.44	3,878 79	58,120 37
Brule	24,913 72	4,496.76	29,410.48
Buffalo			
Burleigh	14,246.22	2,517.65	16,643.87
Butte	5,003.69	386 91	5,100 25
Campbell	1,940.19	390.18	2,330.37
Cass	102,556 86	61,525 83	164,082 69
Cavalier	5,821.89	379.62	6,201 51
Charles Mix	7,335 48	159.58	7,477.70
Clark	12.128 86	1,559.60	13,688.46
Clay	17,295.04	2,750.18	20,045.22
Codington	23,044.37	4,392.36	27,486.73
Custer	5,377.69	2,289.73	7,767.42
Davison	14,848.77	1,877.30	16,234.07
Day	17,207.69	970 05	18,177.74
Deuel	18,872.86	4,222.08	23,196 94
Dickey	14,646.16	2,534 01	17,176.17
Douglass	12,810.45	818 78	13,629.23
Eddy	1,885.59	994.61	2,880 20
Edmunds	15,750.78	2,059 00	17,809.79
Emmons	3,707 72	217.17	3,924.79
Fall River	5,478 72	902.49	6,381.21
Faulk	16,531.15	2,399 10	18,931.25
Foster	6,013.59	1,385.55	7,399,14
Grand Forks	52,246 60	5,119.65	57,848,55
Grant	25,867 14	2,619.42	28,486 56
Griggs	12,863.19	2,583.73	15,432.24
Hamlin	17,990.94	1.454.99	19.445 93
Hand	38,018 77	3,419 13	41,437.90
Hanson	18,590.79	3,175.53	20,766 32
Hughes	16,529 46	5,525 94	22,047.19
Hutchinson	22,970 83	3,944 88	26,915 68
Hyde	8,836.30	761 78	9,598.08
Jerauld	10,071.47	714.66	11,287.08
Kidder	6,230.57	3,121.79	9,353 36

STATEMENT OF TOTAL EXPENDITURES.

For the year ending June 30th,

1887.

COUNTY.	Total expenditures for the common schools for the year ending June 30th, 1887.	Cash remaining in the school treasury June 30th, 1887.	Total amount to balance receipts.
Kingsbury	$31,651.83	$4,688.93	$36,340.76
Lake	18,118.82	1,620.70	19,728.64
La Moure	12,695.23	3,540.01	16,315.24
Lawrence	31,598.86	8,184 10	35,582.10
Lincoln	33,282.53	7,099.69	40,382.22
Logan	862.50	18.44	1,493.94
Mercer	1,358.11	322.30	1,362.50
McCook	28,368 72	1,611 30	29.980.02
Marshall	10,450.46	1,540 43	11,987.90
McHenry	1,707.54	82.86	1,790.40
McIntosh	1,883.00	...	.....
McLean	3,327.32	351.81	3,579.13
McPherson	3,996.69	553.74	4,550.43
Miner	23,718.43	890.53	24,408,96
Minnehaha	33,848.62	11,567.13	45,024.24
Moody	29,845.39	4,939.69	34,786.01
Morton	7,244.08	2,137.08	9,381.74
Nelson	13,587.72	2,036 33	.....
Oliver	587.94	137.24	725.18
Pembina	37,729.07	4,965.62	42,694,69
Pennington	8,077.27	2,361.98	12,614.95
Potter	7,800 41	1,162.74	7,845.28
Ramsey	17,030.00	3,834 49	20,864.49
Ransom	24,015.78	7,337.76	32,637.11
Richland	28,081.95	8,212.11	36,294.06
Roberts	9,882.19	499,39	10,381 58
Rolette	5,277.05	403 31	17,470.36
Sanborn	19,288.20	1,118 54	20.407.61
Sargent	15,561.78	2,380.67	17,948.77
Spink	51,121.74	2,919.49	54,041.08
Stark	4,071,35	820 41	4,889,76
Steel	23,768.30	2,819.10	26,577.49
Stutsman	16,211.60	7,028.29	23,239.89
Sully	15,196.04	2,543.06	17,739.10
Towner	1,779.87	87 14	1,857.01
Traill	43,555.83	15.238.65	58,794.48
Turner	30,596.56	2,116 03	32.712.59
Union	20 863 96	4,005.18	24 869.14
Walsh	47,941.10	9,830.20	57,624.34
Walworth	4,076.32	1,289.06	4,987.01
Ward	.....	.....	.....
Wells	2,983 38	724.20	3,707.58
Yankton	26,007 76	3,599.17	29,616.93
Total	1,553,573 88	308,827.99	1,873,905.52

EXHIBIT NO. 2.

GENERAL STATISTICAL TABLES FOR THE YEAR ENDING JUNE 30, 1888.

SCHOOL HOUSES, ETC.

For the year ending June 30,

1888.

COUNTY.	Number of graded schools.	Number of rooms in same.	Number of ungraded schools.	Total number of schools.	Number of school houses built during the year.	Whole number of school houses in the county.			Total value of school houses, sites and furniture.
						Graded.	Ungraded.	Total.	
Aurora	2	8	81	85	2	2	79	81	57,474 55
Barnes	2	6	76	78		2	74	76	121,667,97
Beadle	2	4	118	122	5	2	117	121	66,919.73
Benson			12	12	2		11	11	9,125.50
Billings			1	1			1		250.00
Bon Homme	1	4	74	75	11	2	67	69	41,139 00
Bottineau			11	11	6		7	7	4,368 30
Brookings	5	12	90	95	3	5	91	96	55,425.00
Brown	4	9	132	136	4	4	130	134	109,600.00
Brule	3	9	74	77	2	3	73	76	52,980.00
Buffalo			13	13			7	7	850,00
Burleigh	1	9	26	26	1		26	26	21,632 00
Butte			15	15			11	11	7,500.00
Campbell									
Cass	12	37	117	134	4	7	120	137	264,147 34
Cavalier			35	35	9		32	32	14,950 00
Charles Mix			51	51			45	45	23,036 00
Clark	2	5	66	68	4	2	62	64	45,000.00
Clay			48	48	2		47	47	15,040.00
Codington	5	11	47	52	1	5	17	47	61,295.00
Custer	2	4	20	24	4	2	16	18	11,634.82
Davison			48	48			47	47	23,409.00
Day	2	6	80	92	20	2	65	67	30,253 00
Deuel	1	2	59	60		1	54	55	37,250 00
Dickey	2	6	52	56	3	1	52	53	33,437.00
Douglas	1	2	49	50	11	1	45	46	20,545.29
Eddy			9	9	2		7	7	4,850.00
Edmunds	3	8	53	58	15	3	51	54	53,073 81
Emmons			17	17			15	15	13,458,00
Fall River			12	12	4		8	8	5,655.06
Faulk			59	59	4			54	31,645 50
Foster			16	16			16	16	9 585.48
Grand Forks	1	4	80	91	2	1	92	93	72,172.00
Grant			65	65	4		62	62	34,860 00
Griggs			34	34	1		31	31	27,874.65
Hamlin	2	4	43	45		2	43	45	27,200.00
Hand	3	9	111	114	1	3	102	105	62,869 99
Hanson			53	53	1		53	53	31,790.00
Hughes	1	4	29	33		3	30	33	22,655.83
Hutchinson	4	8	75	79	3	9	71	75	40,275.00
Hyde	1	2	45	46	3	1	44	45	31,554 00
Jerauld	1	4	59	59	4	4	57	57	29,141 00
Kidder	1	4	87	89	1	1	7	8	13,372.00

SCHOOLS, HOUSES, ETC.

For the year ending June 30th, 1888.

COUNTY.	Number of graded schools	Number of rooms in same	Number of ungraded schools.	Total number of schools.	Number of school houses built during the year.	Whole number of school houses in the county.			Total value of school houses, sites and furniture.
						Graded.	Ungraded.	Total.	
Kingsbury	1	4	88	89	2	1	86	87	$57,669.23
Lake	....	....	63	63	2	.....	63	63	34,372.00
La Moure	1	.....	37	38	13	0	37	38	25,917.59
Lawrence	5	18	42	87	3	4	42	47	44,490.00
Lincoln	3	9	73	76	4	3	73	76	58,225.60
Logan	....	.....	2	2	1	.....	2	2	3.135 30
Marshall	1	2	40	41	4	1	39	40	26,500.00
McCook	1	2	75	76	3	1	70	71	41,889.27
Mercer	.....	....	.....	.....	.....	.....	.....	.....	.....
McHenry	.....	....	12	12	....	....	4	4	2,041.67
McIntosh	....	....	.....	.....	3	....	3	.....	2,000.00
McLean	.....	.....	17	17	.....	.....	13	13	.....
McPherson	....	.....	16	16	2	.....	16	16	9,456.00
Miner	.....	....	67	67	.....	.....	67	67	41,990.00
Minnehaha	6	25	95	101	1	.....	1	.....	114,417.96
Moody	....	.....	55	55	....	.....	55	55	27,717 50
Morton	...	.....	21	21	.....	.....	21	21	13,675.00
Nelson	.....	....	34	34	6	.....	35	35	30,248.85
Oliver	....	.....	7	7	....	.....	7	7	1,393 21
Pembina	4	11	79	84	3	5	79	84	66,230.00
Pennington	4	....	32	36	8	.....	32	32	14,925.00
Potter	....	.....	36	36	2	.....	29	29	18,787.69
Ramsey	....	.....	.....	.....	.....	.....	.....	.....	.....
Ransom	1	2	48	49	3	1	49	50	38,640.00
Richland	....	.....	100	100	11	....	100	100	53,230.00
Roberts	.....	....	29	29	....	....	29	29	16,205.00
Rolette	....	....	16	16	1	.....	17	17	7,477.00
Sanborn	1	2	58	59	....	1	56	57	38,037.00
Sargent	.....	.....	44	44	13	....	46	46	39,433.00
Stark	1	2	19	20	1	.....	11	12	6,833.40
Steel	1	2	43	44	7	1	44	45	33,980.00
Stutsman	.....	....	51	51	3	....	51	51	46,954.00
Sully	.....	....	53	53	.....	....	57	57	33,417.90
Towner	.....	.....	7	7	...	.....	7	7	4,000.00
Traill	3	8	69	69	3	3	69	73	60,753.65
Turner	1	3	82	85	8	1	81	82	46,603.00
Union	3	9	64	67	1	4	63	67	35,199.00
Walsh	1	2	98	99	.....	...	94	95	71,340,00
Walworth	....	....	13	13	.....	....	12	12	10,002.00
Ward	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wells	.....	.....	6	6	....	.....	6	6	2,824.00
Yankton	1	2	60	61	2	1	60	61	26,175.00
Total	99	264	3,977	4,076	261	95	3,668	3,763	$2,844,511.03

MATERIAL OF SCHOOL HOUSES, EQUIPMENT, ETC.

For the year ending June 30th,

1888.

County.	Material of School Houses.					Total seating capacity of School Houses.	No. of Schools having—			No. of Schools having no blackboard.	No. of Schools having no dictionary.
	Sod.	Log.	Stone.	Brick.	Frame.		No Privy.	One Privy.	Two Privies, or a double one.		
Aurora					83	2,307			74	4	21
Barnes				9	68	3,105	2	10	60	1	8
Beadle					121	3,468	1	35	85		17
Benson					11	295	1	3	7		5
Billings					1	30		1			
Bon Homme		4	1	1	63	2,896		24	48	5	22
Bottineau					7	249		1	6		7
Brookings					96	2,870		36	56		9
Brown					134	4 070	2	14	119		20
Brule					76	2,647		6	70		25
Buffalo	1				6	240		6			11
Burleigh		2	1		23	744		7	19		15
Butte		1			10	246		1	10		14
Campbell											
Cass				1	126	5,466	3	22	101	2	13
Cavalier		9			23	1,060	11	44	20	2	29
Charles Mix	1				45	983	5	17	25		35
Clark					64	1,658		14	50	1	18
Clay				1	46	1,890	2	12	33		19
Codington					51	1,977		5	47	1	4
Custer		4		1	13	542		18	2		5
Davison					48	1,418		2	45		11
Day					57	1,921		30	33		20
Deuel					55	1,706	1	33	21		35
Dickey					53	1,448		19	33		4
Douglas	2				44	1,269			46		37
Eddy					7	218			7	2	9
Edmunds	1			1	53	1,764	2	10	44	3	23
Emmons		3			12	457		6	9		8
Fall River		2			6	265		6	2	1	8
Faulk					54	1,285		12	42		
Foster					16	451	3	7	5		4
Grand Forks		2		1	88	2,726		8	76		19
Grant					62	1,875		14	48		21
Griggs			1		31	857			31		
Hamlin			0		45	1,399		3	42		7
Hand	4				100	3,004	1	7	98		55
Hanson			1		52	1,366	1	9	43		11
Hughes					33	860		1	32		2
Hutchinson	4				71	2,992	6	17	52	1	50
Hyde					45	1,271	1	9	44		15
Jerauld					57	1,511	1	21	32		15
Kidder					8	434		3	5		3

MATERIAL OF SCHOOL HOUSES, EQUIPMENT, ETC.

For the year ending June 30th,

1888.

County.	Material of School Houses.					Total Seating Capacity of School Houses.	No. of Schools having—			No of Schools having no blackboard.	No. of Schools having no dictionary.
	Sod.	Log.	Stone.	Brick.	Frame.		No Privy.	One Privy.	Two privies, or a double one.		
Kingsbury					87	2,791			87		9
Lake					63	1,800	1	52	10		13
La Moure					38	1,200		3	35		
Lawrence				1	43	2,485			45		
Lincoln				1	15	2,758		41	5		18
Logan					2	84			2		
Mercer					39	1,054	1	6	33		3
McCook					71	2,078		12	59		4
Marshall											
McHenry		2			2	124			2		12
McIntosh						90					
McLean		3			10	271		8	5		2
McPherson					16	427		7	9		5
Miner					67	2,269			67		3
Minnehaha			1	4	74	3,466		18	55	15	7
Moody					55	1,676		18	32	1	29
Morton	1			2	18	602		1	20		2
Nelson					35	896	1	10	19		17
Oliver		6				116		4			3
Pembina		4		1	79	3,614	1	24	59		30
Pennington		9			21	1,267	3	11	18	1	14
Potter	1				28	1,005		9	2	1	1
Ramsey											
Ransom					50	1,713	1		50		9
Richland					100	2,664		16	84	2	2
Roberts					29	765	1	9	19	2	6
Rolette		7			10	565		9	3	2	7
Sanborn					57	1,791	2	9	46		11
Sargent					46	1,535	7	10	36	4	3
Spink					134	3,747		28	107	3	26
Stark				1	11	411		11	6	1	13
Steel					45	1,436	1		44		22
Stutsman					51	1,503	1	51			
Sully					57	1,252		5	53		28
Towner					7	130	3		4		2
Traill					73	2,442	1	7	65	1	2
Turner					82	2,399		3	79		23
Union		1			65	2,654					
Walsh		4			96	3,704			95		
Walwoth					12	405		3	9	1	5
Ward											
Wells					6	155		2	4		
Yankton		2		2	57	1,825	4	15	41	4	48
Total	15	65	4	27	3,675	130,160	71	875	2,952	61	1,034

TEACHERS, WAGES, ETC.,
Term ending June 30,
1888.

County.	No. of teachers empl'y'd in the sch'ls.			Av. monthly wages of teachers.		Whole amount paid teachers for service.		
	Male.	Female.	Total.	Male.	Female.	Male.	Female.	Total.
Aurora	30	63	113	$30.60	$26.70	$5,019.00	$7,920.00	$12,939.00
Beadle	28	63	91	40 45	38.00	2,818.00	8,417.00	11,235 00
Barnes	46	110	156	32.00	31 00	5,575 50	15,371 50	20,947.00
Benson	4	11	15	38.66	30.57	585.00	1,411.66	1,996.66
Billings		1	1		45.00		450.00	450.00
Bon Homme	39	50	89	28 90	28.85	6,076.00	8,008.00	14,084 00
Bottineau	8	6	14	36 53	28.34	491.50	569.00	1,060.50
Brookings	61	96	157	33.00	28.06	8,616.00	19,210.00	27,826.00
Brown	71	136	207	26 00	30.00	9,236.47	17,849.70	27,086.17
Brule	43	63	106	31.81	27.69	6,205.97	7,840.49	14,046.46
Buffalo	4	11	15	25.60	25 00	399.00	1,220.00	1,619.00
Burleigh	13	28	41	35.34	34.53	1,494 81	2,722 00	4,216.81
Butte	3	13	16	40.00	39.66	600 00	2,480 00	3,080.00
Campbell								
Cass	52	154	206	46.25	43 60	11,487.66	23,657.76	35,145.42
Cavalier	13	29	42	38.44	30.87	2,261.56	3,528.64	5,190 20
Charles Mix	22	35	57	27.74	26.00	2,565.83	3,635.34	6,401.17
Clark	24	75	99	35 96	28.51	3,102.02	6,735.46	9,837.48
Clay	19	58	77	36.61	29.10	2,997.50	6,616.00	9,613.50
Codington	21	62	83	39 00	28.11	3,205.00	9.138.50	12,343.50
Custer	10	26	36	48.33	39.33	1,915.00	2,738.00	4,653.00
Davison	13	55	68	26.00	26.00	1,311.00	6,742 00	8,053.00
Day	21	80	101	29.70	25.25	2,046.00	7,513.00	9,559.00
Deuel	29	56	85	32.50	27.75	3,764.82	5,936.55	9,701.37
Dickey	20	68	88	41.00	28.00	3,305.00	7,482.00	10,787.00
Dougias	26	31	57	27.05	26 02	2,729.00	2,875.00	5,604.00
Eddy		11	11		32.18		1,106.57	1,106 57
Edmunds	12	46	58	33.11	27.46	2,220.00	7,200.00	9.420.00
Emmons	1	17	18	30.00	32.25	150.00	1,862.23	1,912.23
Fall River	2	13	15	63.33	45.80	565.00	1,582.13	2,147.13
Faulk	23	58	81	30.63	28.10			9,495.28
Foster	2	13	15	32.50	33.20	197.50	2,182.54	2,380.04
Grand Forks	36	78	114	42 50	30.00			18,299 62
Grant	27	92	119	28.12	27.95	2,620.60	7,325 29	9,945.89
Griggs	14	30	44	37.20	36.40	2,222 00	4,847.00	7,069.00
Hamlin	23	34	57	33.69	28.71	3,742.69	4,076.05	7,818.74
Hand	51	101	152	33.24	28.89	7,378.53	12,627.10	20,105.63
Hanson	23	60	83	28.84	26.88	2,343.41	6,000 55	8,243.96
Hughes	14	23	37	33.61	33.18	3,667.23	4,219.53	7,886.76
Hutchinson	61	38	99	32.01	27.54	7,337.50	4,431.50	11,768.00
Hyde	12	47	59	30.18	27.10	1,990.75	4,984.00	6,974.75
Jerauld	27	44	71	28.27	25.94	2,551.00	4,118.12	7,269 52
Kidder	4	8	12	43.75	34.00	1,310.00	863.12	2,173.12

TEACHERS, WAGES, ETC.,

Term ending June 30,

1888.

County.	No. of teachers empl'y'd in the sch'ls			Av. monthly wages of teachers.		Whole amount paid teachers for service.		
	Male.	Female.	Total.	Male.	Female.	Male.	Female.	Total.
Kingsbury	24	93	117	$30.56	$27.72	$3,143.00	$12,240.90	$15,383.90
Lake	22	57	79	28.00	25 48	2,235 00	7,732.00	9,968.00
La Moure	8	32	40	46.00	32 00	1,971.50	3,305.79	5,277.29
Lawrence	14	44	59	86 41	49.19	7,640.00	14,402.00	22,042.00
Lincoln	43	84	127	38.88	29.89	6,294.27	11,058.88	17,453.15
Logan		2	2		30 00		315.00	315.00
Marshall	11	52	63	32.75	30.42	1.866.60	6,364.00	8,230.60
McCook	34	60	94	30.10	28.11	4,229.50	5,932.80	10,162.30
Mercer								
McHenry		12	12		33.75		2,550 00	2,550.00
McIntosh		3	3		26.40			
McLean	8	10	18	37.34	32.08	1,218.00	1,736 00	2,954.00
McPherson	9	12	21	30 50	28.75	1,085.57	1,538.00	2,623.57
Miner	24	72	96	26 67	26.10	2,779.00	7,867.12	10,646.02
Minnehaha	52	105	157	36 77	29 25	8,636 00	18,491 00	28,335.00
Moody	16	63	85	29.00	25.76	1,619 50	6,672.79	8,292.29
Morton	1	21	22	33.00	35.56	132.00	3,048.00	3,180.00
Nelson	11	28	39	36 33	35 80	1,750 50	2,954 66	4,705.16
Oliver		6	6		30.00		1,038.15	1,038 15
Pembina	42	73	115	39.00	28 00	9,348 00	11,965.00	21,313.00
Pennington	14	24	38	43 00	40 73	2,460.90	5,065 00	7,529.90
Potter	10	39	49	28 85	27.61	977.41	3,989.69	4,954.10
Ramsey								
Ransom	29	55	84	36.00	34 00	3,701.00	7,111.00	10,812.00
Richland	55	76	131	37 00	35.00	8,573.89	10,783.65	19,357.54
Roberts	12	28	40	31.86	28.85	2,335.00	2,614.00	4,949.00
Rolette	8	13	21	30.77	34 60	1,095.00	731.79	1,826.79
Sanborn	25	60	85	28 23	27 38	3,081 00	5,909 00	8,990.00
Sargent	21	44	65	35 25	35 25	2,517.00	4,021.00	6,538.00
Spink	68	113	181	33 60	31.60	9,895.00	16,558 00	26,453.00
Stark	8	17	25	35 00	32.00	959.00	1,826.00	2,785.00
Steele	31	29	60	40 27	37.14	5,037.00	4,124.00	9,261.00
Stutsman	7	44	51	36 33	34.60	893.00	8,630.00	9,523 00
Sully	26	44	70	27 52	29 18	2,584 75	4,679.27	7,264.02
Towner		7	7		34 33		1,610.00	1,610.00
Traill	32	80	112	45 80	39 63	5,361 02	14,386.15	19,747.17
Turner	47	71	118	31.33	30.06	6,172.00	8,656 00	14,828.00
Union	37	75	112	36 37	30 45	6,292.00	9,889.00	16,181.00
Walsh	40	101	141	39 00	32.43	7,146.00	14,125.00	21,486.00
Walworth	1	20	21	30.00	27 64	120.00	1,811.00	1,931.00
Ward								
Wells	2	8	10	52.60	34.20	672 92	733.88	1,406.80
Yankton	29	42	71	30.00	29 00	4,033.00	5,432.00	9,465.00
Total	1779	3965	5744	$35 25	$31 84	$243,959.18	$499,290.85	$761,481.93

SCHOOL CENSUS, ENROLLMENT, ATTENDANCE, ETC.,

For the Year Ending June 30,

1888.

County.	No. of Persons in County between the ages of 7 and 20, June 30, 1888.			Whole No. of different persons enrolled in school			Average Daily Attendance.	Per cent. of Attendance.
	Male.	Female.	Total.	Male.	Female.	Total.		
Aurora	796	734	1,530	655	550	1,365	661	62
Barnes	1,033	795	1,828	711	644	1,355	762	70
Beadle	899	898	1,797	906	812	1,718	..	.....
Benson	158	130	288	101	105	206	117	65
Billings	4	3	7	5	11	16	....	94
Bon Homme	1,317	1,195	2,512	974	864	1,838	1,074	58
Bottineau	275	235	510	170	137	307	198	79
Brookings	1,313	1,196	2,509	1,229	1,057	2,282	1,253	56
Brown	1,785	1,203	2,988	1,398	1,173	2,571	1,654	64
Brule	997	866	1,863	930	873	1,803	975	76
Buffalo	118	110	228	93	82	175	96	44
Burleigh	271	256	527	197	185	382	208	57
Butte	145	110	255	129	93	222	151	66
Campbell								
Cass	2,196	1,988	4,204	2,050	1.881	3,962	2,767	74
Cavalier	753	611	1,364	506	396	902	418	46
Charles Mix	491	473	1,064	539	437	976	669	67
Clark	813	683	1,496	613	574	1,187	681	61
Clay	1,055	911	1,966	900	751	1,651	784	61
Codington	979	1,016	1,995	606	685	1,291	868	45
Custer	374	320	694	239	188	427	331	79
Davison	498	377	875	410	346	756	463	67
Day	968	860	1,828	748	680	1,428	959	67
Deuel	770	622	1,392	654	570	1,224	688	58
Dickey	575	523	1,098	504	501	1,005	588	83
Douglas	576	534	1,110	534	457	991	591	61
Eddy	80	83	162	64	69	133	96	59
Edmunds	580	533	1,113	458	449	907	509	57
Emmons	176	123	299	100	83	183	135	67
Fall River	161	155	316	108	109	217	147	72
Faulk	505	441	1,026	492	396	888	530	61
Foster	148	112	260	122	82	204	100	56
Grand Forks	1,217	1,193	2,410	.....	.....	2,104	1,133	60
Grant	784	677	1,461	708	622	1,330	750	57
Griggs	333	288	621	301	271	572	323	59
Hamlin	561	516	1,077	464	417	881	446	65
Hand	1,061	965	2,026	959	913	1,872	1,023	67
Hanson	484	462	949	488	412	900	450	57
Hughes	340	308	648	301	326	627	363	58
Hutchinson	1,640	1,615	3,255	1,201	999	2,150	1,205	54
Hyde	285	279	564	298	303	601	405	69
Jerauld	541	441	982	552	439	991	582	66
Kidder	174	152	326	125	124	249	144	71

SCHOOL CENSUS, ENROLLMENT, ATTENDANCE, ETC.,

For the Year Ending June 30,

1888.

County.	No. of Persons in County between the ages of 7 and 20, June 30, 1888.			Whole No. of different persons enrolled in schools.			Average Daily Attendance.	Per cent. of Attendance.
	Male.	Female.	Total.	Male.	Female.	Total.		
Kingsbury	994	902	1,800	826	812	1,638	942	76
Lake	793	649	1,442	656	550	1,206	693	59
La Moure	298	240	538	191	184	1,375	192	64
Lawrence	1,222	1,177	2,399	893	888	1,781	1,050	70
Lincoln	1,447	1,363	2,810	1,239	1,125	2,364	1,271	58
Logan	14	9	23	8	6	14	12	73
Marshall	389	317	706	411	340	751	429	62
McCook	780	665	1,445	710	573	1,283	711	62
Mercer								
McHenry	119	116	235	111	119	230	96	
McIntosh			226					
McLean	148	136	284	130	124	254	131	75
McPherson	240	196	436	162	137	299	176	64
Miner	613	558	1,171	595	514	1,109	633	61
Minnehaha	2,131	1,953	4,084	976	822	3,224	2,483	
Moody	667	597	1,266	607	524	1,131	517	61
Morton	368	271	639	214	164	378	242	64
Nelson	417	309	726	326	258	584		67
Oliver	55	41	96	39	31	76	58	59
Pembina	2,002	1,742	3,744	1,554	1,329	2,893	1,434	53
Pennington	368	345	713	304	271	575	404	72
Potter	318	292	610	292	310	602	220	69
Ramsey								
Ransom	481	454	935	388	349	737		69
Richland	1,108	976	2,084	936	791	1,729	1,194	71
Roberts	296	257	553	255	218	473	375	79
Rolette	279	259	538	203	179	382	244	63
Sanborn	679	623	1,302	509	454	963	637	59
Sargent	552	384	936	420	304	3,724		60
Spink	1,479	1,216	2,695	1,293	1,059	2,350	1,511	63
Stark	236	217	443	152	157	309	99	78
Steel	444	368	813	365	318	683	349	55
Stutsman	400	346	746	294	264	558	279	68
Sully	378	322	700	370	309	679		85
Towner	72	71	143	53	43	96	71	77
Traill	984	867	1,851	827	741	1,568	841	50
Turner	1,259	1,045	2,304	1,205	895	2,100	956	54
Union	1,394	1,354	2,748	1,184	1,162	2,346	1,108	60
Walsh	1,864	1,596	3,260	1,536	1,361	2,887	1,345	42
Walworth	188	130	318	98	79	177		80
Ward								
Wells	67	39	106	56	32	88	47	69
Yankton	1,177	990	2,167	844	691	1,535	13	54
Total	50,599	49,277	104,876	43,764	38,553	83,079	46,060	64

COST OF TUITION, NUMBER OF MONTHS SCHOOL, LIBRARIES, ETC.

For the year ending June 30,

1888.

County.	Average cost of schooling per month for each pupil enrolled.	Average cost of schooling per month for each pupil in enumeration.	Average number of days school was taught in year.	Number of districts having six months of school or more.	Number of districts have four months of school or less.	Number of districts having no school.	Number of visits of the County Superintendent.	Number of visits of sub-district director.	Number of schools having libraries.	Number of volumes in district libraries.
Aurora	$1.95	$1.65	102	59	22		84	40		
Barnes	4.43	3.28	95	38	38	2	90	85	2	40
Beadle				78	33	1	101	95	4	48
Benson	4.00	3.26	103	6	5		18	11		
Billings	3 46			1			4	2		
Bon Homme	2 36	1.66	130	67	4		75	48		
Bottineau	1 76	1.06	63	3	7	2	14	5		
Brookings	2 36	2 27	123	77	16	3	184	133	5	74
Brown	1.08	1 70	114	104	33		131	111	1	6
Brule	2.81	2.80	111	36	41		69	166	54	200
Buffalo	2 34	1.34	105	7	6	1	8			
Burleigh	4 41	2 95	86	9	17		37	16		
Butte	3.94	3.25	111	11	3	21	15			
Campbell										
Cass	2.78	2.67		90	21	1	132	292	6	386
Cavalier	2 50	1.63	100	23	12		28	5		
Charles Mix	1.93	1.72	99	13	38	3	57	36		
Clark	3 63	2.88	102	29	33	6	33	30	2	22
Clay	1.61	1 29	127	43	5	1	109	70	2	53
Codington	2.04	1 57	103	29	20		82	91	1	
Custer	2.63	2.09	91	4	18		39	25	5	8
Davison	3.87	2 81	116	35	13		63	27		
Day	2 08	1.75	82	28	47	9	62	21		
Deuel	2 73	2.23	101	28	29	3	74	62		
Dickey	2 67	2.56	112	28	28		91	40		
Douglas	1.92	1.72	82	8	40	2	60	85		
Eddy	2.30		80	2	6	1	8	5		
Edmunds	3.35	2.70	106	29	23	2	90	77	1	20
Emmons	2 30	1.56	95	4	12		18	11		
Fall River	1.38	.76	96	4	7		9	10		
Faulk	2 06		93	10	16	2	48	20		
Foster	3 30	2.68		7	4		22	22		
Grand Forks	3.18	2.46		53	32	4	103	29		
Grant	2.09	1.88	105	35	19		97	79		
Griggs	2.47	2.02	107	24	10		25	68		
Hamlin	2.56	1.76	127	41	4		52	59		
Hand	3.22	3.03	114	70	40	5	101	132	63	334
Hanson	2 11		114	46	5	2	65	48		47
Hughes	2.73	2.64	127	23	3		49			
Hutchinson	1.91	.96	69	21	48	7	89	311		
Hyde	1 90	1.79	96	20	27	5	52	52		
Jerauld	2.74	2.59	91	27	32	1	57	57		
Kidder	2 61	1.93	111	5	2	3	14			

COST OF TUITION, NUMBER OF MONTHS SCHOOL, LIBRARIES, ETC., FOR THE YEAR ENDING JUNE 30, 1888.

COUNTY.	Average cost of schooling per month for each pupil enrolled.	Average cost of schooling per month for each pupil enumerated	Average number of days school was taught in year.	No districts having six months of school or more during year.	No. districts having four months of school or less.	Number of districts having no school.	Number of visits of County Superintendent	Number of visits of sub-district director.	Number of schools having library.	Number of volumes in district libraries.
Kingsbury	$2 14	$1 33	111	72	16	1	91	39	1	24
Lake	2 63	2 19	117	58	7		95	15		
LaMoure	2 20	1 90	128	19	11	5	45	9	1	25
Lawrence	2 22	1 72	117	21	15	1	34	82	3	333
Lincoln	1 64						125	129		59
Logan	2 14	1 30	159	1	1		2	1		
Marshall	1 93		126	54	2		60	28		
McCook	2 46	2 09	98	33	57	6	94	75		68
Mercer										
McHenry	2 19	2 07	74	9	6		14	40		
McIntosh			97							
McLean	3 69	2 87	143	11	6		19	17		
McPherson	1 63	1 12	109	7	6		25	5		
Miner	2 02		123	59	7	1	73	38		
Minnehaha							43	171	6	554
Moody	1 74	1 62	114	35	5		45	53		10
Morton	2 80	1 68	111	5	16		23	29		
Nelson	2 72	2 68	93	9	17	2		23		
Oliver	5 21	3 74	77		6	1	3	2		
Pembina	1 37	1 14	128	65	15	3	155	123	2	169
Pennington	4 36	3 40	90	13	23		17	41		
Potter	3 94	3 56	88	17	18	1	66	48		30
Ramsey										
Ransom	6 06	5 90	135	38	13		47	65	7	42
Richland	3 00	1 90	128	73	26		109	108		95
Roberts	3 10	2 97	92	14	10	1	33	1		
Rollette	1 40	1 00	80	11	5	1	16	17		
Sanborn	2 25		115	52	8	1	20	39	3	13
Sargent	3 40	3 35		31	9	2	44	38		
Spink	3 44	2 87	109	107	28	7	82	37		
Stark	3 44	2 33	78	4	14		28	45		
Steele	3 36	2 94	116	21	22	2	35	22	1	6
Stutsman	4 00		123	38	13	1	126	54		
Sully	3 20		97	19	34	5	53	79		24
Towner	2 77	1 87		4	4	1	8			
Traill	2 48	2 17	125	38	31	4	76	21	2	108
Turner	2 04	1 86	112	51	31		85	80		
Union	1 10	97	137	60	5		93	96	23	130
Walsh	4 36		122	78	17		166	127		
Walworth	3 44	1 89	100	9	4	7	23	19		
Ward										
Wells			108	1	3	2	7	10		
Yankton	1 40	95	100	23	40		144	112		
Total	$2 76	$2 18	106	2312	1367	150	4784	4414	195	2988

SUPERINTENDENTS' SALARIES, VISITATIONS, ETC., AND NUMBER OF ASSOCIATION MEETINGS AND INSTITUTES. YEAR ENDING JUNE 30TH, 1888.

COUNTY.	No. of different schools visited by county Supt during year.	Whole No of visitations by the county superintendent during year.	No of Co Inst held.		No of sessions of county teachers' associations.	Tp teachrs associat'ns		Salary of county superintendent.	Total amount received for services as county Sup't including office expenses.
			During past year.	Entire number.		Number.	Meetings during year.		
Aurora	[illegible]	150	2	2	4			1020 00	1020 00
Barnes	[illegible]	98	1					956 00	979 24
Beadle	12	120	2				15	400 00	1650 00
Benson	1[illegible]	18	2	[illegible]	2			275 00	421 75
Billings	[illegible]	4						75 00	99 00
Bon Homme	[illegible]	80	2	0				971 00	971 00
Bottineau	10	14	1	1	12		14	125 00	162 50
Brookings	10	183	2	2	10		12	1050 00	1050 00
Brown	10	131	1			23	[illegible]		1517 45
Brule	6	6	[illegible]	0		11	13	864 70	938 41
Buffalo	[illegible]	0			2		2	100 00	233 50
Burleigh	2[illegible]	37	1	3[illegible]				720 00	858 28
Butte	1	20						100 00	122 90
Campbell									
Cass	10[illegible]	12[illegible]	2	[illegible]	[illegible]			300 00	1487 62
Cavalier	2[illegible]	31	1	1	1	1		337 50	757 95
Charles Mix	5	57	[illegible]	3[illegible]	2			100 00	750 00
Clark	[illegible]	3[illegible]	2	[illegible]	4			810 65	735 75
Clay	4[illegible]	10[illegible]	2	[illegible]				806 45	805 45
Codington	5	8[illegible]	1	0				862 60	972 60
Custer	2	3[illegible]	1	[illegible]				200 00	614 01
Davison	4[illegible]	6[illegible]	1					907 20	931 16
Day	5[illegible]	62	1	[illegible]				582 00	601 00
Deuel	5[illegible]	75	2	4				455 00	480 35
Dickey	5	91	2	2				475 00	945 10
Douglas	5[illegible]	6[illegible]	2	5		13	40	250 00	797 67
Eddy	[illegible]	[illegible]	2	2				100 00	231 25
Edmunds	7[illegible]	90	1	[illegible]				200 00	
Emmons	1[illegible]	2[illegible]	2	4				200 00	856 80
Fall River	[illegible]	[illegible]	1	1				125 00	126 20
Faulk	4[illegible]	45	2	2				1137 80	1158 66
Foster	1	22	2	3		4	4	100 00	273 90
Grand Forks	9[illegible]	103	1					400 00	1600 00
Grant	6[illegible]	9[illegible]	2	0				773 35	773 35
Griggs	2	25	1	1				350 00	420 00
Hamlin	1[illegible]	5[illegible]	[illegible]	4			5	525 00	525 00
Hand	8[illegible]	101	2	4		4	11	500 00	1049 00
Hanson	4	6[illegible]	2	[illegible]	3			594 00	605 49
Hughes	3	40	[illegible]			10	12	200 00	557 70
Hutchinson	7[illegible]	8[illegible]	2	[illegible]	4			681 30	727 00
Hyde	3[illegible]	52	2					250 00	850 71
Jerauld	5[illegible]	5[illegible]	1	2		5	25	260 00	555 45
Kidder	[illegible]	14	1	1				100 00	264 90

SUPERINTENDENTS' SALARIES, VISITATIONS, ETC., AND NUMBER OF ASSOCIATION MEETINGS AND INSTITUTES. YEAR ENDING JUNE 30TH, 1888.

COUNTY	No of different schools visited by county Supt during year	Whole No of visitations by the county superintendent during year.	No of Co Inst held.		No of sessions of county teachers' associations.	Tp teachers associat'ns		Salary of county superintendent.	Total amount received for services as county Supt including office expenses
			During the past year.	Entire number.		Number.	Meetings during year.		
Kingsbury	87	95	2	3	3	7	10	1045 15	1060 15
Lake	57	95	1					250 00	954 25
LaMoure	26	45	1	3	4	2	2	400 00	750 00
Lawrence	25	32	1	1	4		1	200 00	950 60
Lincoln	71	125	2	8	12			903 60	929 50
Logan	2	2						100 00	144 25
Marshall	40	60	2	3	5		7	562 90	602 40
Mercer									
McCook	70	98	2	19	8	6	14	270 00	619 20
McHenry	12	14	1	1				236 50	266 50
McIntosh									
McLean	14	19	1	1	1			200 00	403 00
McPherson	9	25	2	2				461 96	460 96
Miner	73	80	2	7	8	10	12	300 00	900 00
Minnehaha	61	65	2		10			982 50	1000 00
Moody	37	45	2		2			243 75	583 39
Morton	21	27	1	3				243 75	583 39
Nelson	2	2	2	3	3			400 00	1176 03
Oliver	3	3						100 00	109 00
Pembina	84	155	2	7	2			1244 80	1269 80
Pennington	17	17	1	1		2	2	350 00	687 15
Potter	36	59	2	2	4			711 87	735 07
Ramsay									
Ransom	57	115	1	2		1	6	1109 15	1109 15
Richland	100	165	1		1			1200 00	1344 00
Roberts	24	33	2		2		4	200 00	375 52
Rollette	16	25	1	1				300 00	450 00
Sanborn	19	20	2					530 00	538 00
Sargent									
Spink	72	81	2			15	15	1224 00	1265 00
Stark									
Steele	38	50	2					240 00	765 70
Stutsman	60	130	1					1470 00	1500 00
Sully	51	53	2	5	2			649 35	677 22
Towner	7	10	1	1				200 00	300 00
Traill	70	76	2	3	1		6	1486 00	1486 00
Turner	77	85	1	2		22	22	250 00	1019 16
Union			2	25	8			250 00	1180 69
Walsh	98	166	1		3				
Walworth	13	23	2	2				100 00	297 85
Ward									
Wells	6	7	1	1				100 00	178 75
Yankton	61	144	2		10			1025 00	1250 00
Total	3518	4914	118	229	139	115	254	$39182 18	$58987 38

CERTIFICATES, FEES, ETC., FOR THE YEAR ENDING JUNE 30TH, 1888.

COUNTY.	Number of Certificates Issued during the year.				Number of Applicants for certificates rejected.	Amount of institute fees paid by applicants.	Amount institute fund on hand June 30, 1888.	Number of unexpired Certificates
	1st Grade.	2d Grade.	3d Grade.	Total.				
Aurora	4	50	14	68		68	$9 75	75
Barnes	7	4	43	54	24	78		63
Beadle	9	59	42	110		110	47 00	
Benson		9	8	17	1	18	22 00	20
Billings								
Bon Homme	4	30	63	97	2	97	57 50	55
Bottineau	4	9		13	5	18	5 00	15
Brookings	2	35	60	97	20	117	73 00	83
Brown	17	46	99	162	10	172	24 20	200
Brule	3	25	42	72	26	97	7 00	75
Buffalo		8	4	12	2	14	19 50	14
Burleigh	2	6	16	244	5	29	11 00	36
Butte	3	3	1	7	1	8	51 00	15
Campbell								
Cass	2	40	99	141	13	154	84 70	145
Cavalier	3	9	38	50	5	45	27 19	40
Charles Mix	1	18	16	35	5	40	17 73	27
Clark	1	15	46	62	18	73	37 92	80
Clay	2	20	39	61	4	65	54 00	63
Codington	4	9	30	43	7	50	35 00	51
Custer	6	15	25	46	1	47	47 35	43
Davison	6	24	16	44	16	60	53 50	51
Day	4	29	29	72		72	74 50	79
Deuel	4	17	31	52		52	10 42	40
Dickey	3	17	33	53	8	61		60
Douglas		12	24	36	7	43	43 50	46
Eddy	1	2	4	7	1	8	2 50	8
Edmunds	1	16	41	68	1	69		56
Emmons		3	9	12		12	26 00	19
Fall River	3	3	66	12	1	13	21 07	19
Faulk	3	35	21	59	6	59	30 15	55
Foster	1	11		12		12	6 32	11
Grand Forks	1	32	50	83	6	89	74 35	115
Grant	4	21	23	48	6	54		54
Griggs	1	8	11	20	2	22		17
Hamlin	3	16	30	49	6	56	60	72
Hand	10	39	34	83	28	111	47 75	120
Hanson	7	14	17	38	6	44	30 00	45
Hughes	1	13	13	27	6	33	17 15	35
Hutchinson	7	15	33	55	2	57	24 35	56
Hyde	1	23	26	50	11	61	65 97	50
Jerauld	1	23	29	53	8	61	50 11	49
Kidder	1	4	1	6	1	6	21 00	10

CERTIFICATES, FEES, ETC., FOR THE YEAR ENDING JUNE 30TH, 1888.

COUNTY.	Number Certificates Issued during year.				Number of Applicants for Certificates rejected	Amount of institute fees paid by applicants.	Amount Institute fund on hand June 30, 1888.	Number of unexpired Certificates.
	1st Grade.	2nd Grade.	3d Grade	Total				
Kingsbury	2	36	61	99	3	$102		71
Lake	1	23	42	66	3	69	$63 41	72
LaMoure	2	6	14	22	6	18	14 00	24
Lawrence	16	23	10	49	2	49	20 00	49
Lincold	3	20	67	91	11	102	52 65	78
Logan		1	4	5	1	4	6 00	3
Marshall	4	25	16	45		45	10 25	47
Mercer								
McCook	3	30	33	6	4	70	52 65	58
McHenry		2	12	14		14	6 75	10
McIntosh								
McLean		8	3	11		11		
McPherson		10	4	14		14		13
Miner	4	22	47	73	10	83	28 00	40
Minnehaha	3	37	45	85	5	90	19 85	114
Moody		16	44	60	11	71	58 60	
Morton	1	10	12	23	1	16	6 00	27
Nelson	1	6	11	18	6	24	25 25	21
Oliver	2	2		4		4	13 00	2
Pembina	3	28	40	71	2	71	13 15	98
Pennington	2	9	4	15		15	34 75	17
Potter	3	16	17	36	1	37	4 75	40
Ramsey								
Ransom	2	22	21	45	16	61	61 00	85
Richland	8	52	20	80		80	45 06	120
Roberts		10	16	26	12	38	10 28	30
Rollette	1	3	7	11		11	11 50	18
Sanborn	2	17	30	49	7	56		65
Sargent								
Spink	4	56	76	150	35	120	51 00	125
Stark								
Steel	2	12	24	38	15	53	75 50	46
Stuttsman	1	6	8	15	6	15	10 00	25
Sully	3	18	22	43	15	58	30 35	48
Towner		8	3	11		11	1 00	15
Traill	4	24	45	73	11	84	5 05	80
Turner	19	29	42	90	7	97	98 57	95
Union				93	18	106	49 60	60
Walsh	5	23	75	103	27	130		119
Walworth		3	11	14		14	19 68	12
Ward								
Wells	1	3	3	7		7	8 94	9
Yankton	7	19	38	64	4	68		51
Total	246	1442	2153	3851	493	$4243 00	$2135 87	3954

STUDIES.

1888.

COUNTY.	Number of pupils pursuing each of the following studies.													
	Reading.	Writing.	Spelling.	Arithmetic.	Geography.	Grammer.	History	Physiology and Hygeine.	Civil Government.	Algebra.	Geometry.	Book-keeping.	Natural Philosophy.	Drawing.
Aurora	1130	1105	1028	860	536	359	263	379	33	14	14	9	9	
Barnes	1271	1121	1199	1137	762	503	250	698	28	28	7		3	177
Beadle														
Benson	189	188	194	167	106	56	40	81		3		3		
Billings	16	16	16	12	6	6	6							
Bon Homme	1703	1541	1660	1525	1026	609	561	1214	3	[illegible]		1		202
Bottineau	307	397	300	115	87	41	219							
Brookings	2365	2111	2271	1804	1355	862	603	1613	9	20				
Brown	2561	2366	2314	2117	602	1505	1035	2353	27	73		31	17	
Brule	1722	1721	1652	1450	971	992	466	965	7	59	2	40	2	622
Buffalo	166	163	165	124	76	70	63	43						
Burleigh	367	343	373	326	174	131	71	85	3	2	1			17
Butte														
Campbell														
Cass	2528	2452	2388	2300	1296	731	374	2515	41	49	3	63	28	
Cavalier	920	896	821	433	327	232	241	13	3					
Charles Mix	962	881	841	784	517	362	274	41	4		2			
Clark	1152	1061	1038	987	701	460	157	482	37	[illegible]		77		68
Clay	1624	1600	1585	1350	670	696	243	381	7	9		1		
Codington	1332	1318	1321	1271	1178	1083	267	1317	[illegible]	42	6	7	6	
Custer	444	444	444	444	396	346	206	253	4[illegible]			7		
Davison	667	629	657	588	161	434						3		
Day	1407	1276	1407	1062	746	641	206	716		8		16		57
Deuel	1165	1142	1132	1086	586	408	308	356	14	19	2	22	16	
Dickey	879	868	881	775	671	451	245	359	40	28	8	28	13	
Douglas	965	886	913	795	406	220	143	325	17	1				
Eddy	133	116	113	119	69	83	28	12						
Edmunds	607	864	813	703	486	352	185	230	4	3		12	3	
Emmons	177	175	196	154	106	69	28	88						
Fall River	200	168	230	161	62	65	31	127		3		1		
Faulk	824	841	772	757	475	347	227	499	47	2		7		
Foster	179	175	194	161	117	82	40	104	1	8	3	6	3	15
Grand Forks														
Grant	1375	1090	1174	1297	761	572	240	909	14	19		3		
Griggs	586	517	561	456	321	104	50	50		7		20		
Hamlin	873	785	749	689	572	430	171	390	14	14			6	48
Hand	1778	1665	1833	1629	1118	991	425	531	104	28		1	2	6
Hanson	879	855	840	774	490	316	182	321	4	3				
Hughes	557	584	588	584	497	275	87	364	26					
Hutchinson	2013	1814	1775	1573	617	378	178	210	14	3				
Hyde	596	561	574	537	396	235	221	253	49	10				
Jerauld	982	959	985	873	555	265	200	448	4	2		5	1	
Kidder	224	234	226	183	148	78	84	132	9	5				16

STUDIES.

1888.

COUNTY.	Number of pupils pursuing each of the following studies.													
	Reading.	Writing.	Spelling.	Arithmetic.	Geography.	Grammar.	History.	Physiology and Hygiene.	Civil Government.	Algebra.	Geometry.	Book-keeping.	Natural Philosophy.	Drawing.
Kingsbury	1560	1436	1540	1272	815	541	440	566	23	7	5	13	8	156
Lake	1136	1136	1146	889	553	316	682	414		5				
LaMoure	35[illegible]	307	331	302	192	147	68	230	5	11	4	6		4
Lawrence	1623	1624	1472	1588	1167	1152	411	1387						
Lincoln														
Logan	1[illegible]	1[illegible]	14	6	6	2	12	12						
Marshall	704	710	693	721	471	397	252	339	1		1	10	16	
McCook	1231	1177	1173	1064	768	476	321	346	24	17	1	7	1	270
Mercer														
McHenry	225	398	213	153	95	38	82	225						
McIntosh														
McLean	243	234	223	22[illegible]	86	48	28[illegible]	22	1					
McPherson	267	243	264	202	142	50	51	47		2				58
Miner	1034	1006	832	825	613	339	267	476	25	1		23		
Minnehaha	2430	2334	2305	2212	1372	897	330	1438	37	31	20	3	4	
Moody	780	917	815	844	487	316	218	301	4	7			2	19
Morton														
Nelson	493	474	449	431	275	135	114	87	6			6	8	
Oliver	70	70	70	70	37	32	11	70						
Pembina	2883	2385	2883	2503	1970	1647	1153	2883						
Pennington	542	492	528	471	312	237	112	123	2	4		6		
Potter	566	492	548	486	313	258	184	440	136	19		9	1	312
Ramsey														
Ransom	873	820	771	646	534	239	236	275		6	4	6		
Richland	1600	1477	1538	1316	965	601	398	721	13	5	1	34	97	3
Roberts	473	475	435	391	308	176	18	186						
Rollette	363	27	259	278	189	103	98	109						
Sanborn	908	867	907	787	570	346	262	416	22	3		1		
Sargent	543	92	364	420	288	134	66	231		3		1		64
Spink	2483	2328	233[illegible]	2241	1663	649	672	1210	30	42		53	3	
Stark	319	319	307	275	146	103	77	166	8	14		2		
Steele	658	678	638	504	326	171	106	179	3	6		12	2	80
Stutsman	558	556	550	400	332	226	175	215	47	8				
Sully	677	645	658	592	407	292	67[illegible]	407	12	2				211
Towner	96	96	88	96	64	50	40	63						
Traill	1512	1359	1327	1386	1021	593	286	1463	15	23				147
Turner	2059	1926	1927	1748	848	623	334	496	94	8		9		20
Union	2154	2091	2060	1865	1348	982	620	822	103	31	7	8	4	359
Walsh	2742	2686	2611	2219	1571	934	390	1774	55	24	8	7		
Walworth	173	161	160	147	90	67	41	80	2					47
Ward														
Wells	79	52	84	81	57	42	14	49		2				
Yankton	1405	1301	1338	1228	557	255	266	214	26	2				
Total	80015	70771	70075	63555	41992	29463	17550	38422	1318	738	92	516	254	2[illegible]3

STATEMENT OF AMOUNT PAID OFFICERS FOR THE YEAR ENDING JUNE 30TH, 1888.

COUNTY.	Total Amount paid and due school officers for services and expenses.			
	Clerks.	Treasurer.	Sub-District Directors.	Total.
Aurora	452 00	436 00	79 00	967 00
Barnes	103 59	424 41	205 79	823 70
Beadle	610 15	607 00	133 60	1350 15
Benson	132 27	105 00	17 01	254 28
Billings	25 00	25 00	19 34	69 34
Bon Homme	276 00	225 00	399 90	900 90
Bottineau	101 25	102 00	18 75	222 00
Brookings	559 00	470 00	193 05	1222 05
Brown	690 75	642 00	153 00	1485 75
Brule	388 65	387 44	86 00	862 09
Buffalo	90 00	90 00	17 00	197 00
Burleigh	329 50	357 00	65 00	751 50
Butte	132 50	132 50	18 50	283 50
Campbell				
Cass	418 45	353 07	178 25	949 77
Cavalier	251 00	228 00	32 00	511 00
Charles Mix	192 70	179 15	43 00	414 85
Clark	511 10	519 20	179 21	1209 51
Clay	34 00	47 00	23 00	104 00
Codington	210 00	121 50	81 00	412 50
Custer	231 25	208 75	37 00	477 00
Davison	186 60	215 00	94 50	495 50
Day	325 00	286 00	140 00	751 00
Deuel	106 50	104 55	49 50	260 55
Dickey	297 50	270 00	48 00	615 50
Douglas	266 25	346 65	82 00	594 90
Eddy	96 00	90 00	18 00	198 00
Edmunds	463 75	446 35	92 44	1002 54
Emmons	161 00	156 00	29 00	346 00
Fall River	65 00	60 00	4 00	129 00
Faulk	238 00	220 00	57 00	515 00
Foster	206 55	174 80	54 03	435 38
Grand Forks	40 00	71 00	26 00	137 00
Grant	297 00	298 50	66 00	661 50
Griggs	198 00	195 00	32 00	425 00
Hamlin	189 80	169 63	45 50	404 93
Hand	671 10	650 60	137 00	1458 70
Hanson	237 00	227 00	50 00	514 00
Hughes	198 00	182 50	30 00	410 50
Hutchinson	44 43	99 40	33 33	177 16
Hyde	328 15	329 10	106 73	763 98
Jerauld	288 66	296 50	115 60	700 76
Kidder	145 00	145 00	18 00	308 00

STATEMENT OF AMOUNT PAID OFFICERS FOR THE YEAR ENDING JUNE 30TH, 1888.

COUNTY.	Total Amount paid and due school officers for services and expences.			
	Clerk.	Treasurer.	Sub-District Directors.	Total.
Kingsbury	$269 20	$240 00	$229 48	$738 63
Lake	217 00	211 00	134 00	562 00
LaMoure	280 65	236 00	122 23	638 88
Lawrence	261 45	154 98		416 43
Lincoln	203 75	238 94	52 00	494 69
Logan				
Marshall	254 50	257 50	50 40	562 40
McCook	306 15	300 30	215 72	822 17
Mercer				
McHenry	153 00	153 00	16 00	322 00
McIntosh				23 40
McLean	158 60	168 60	54 26	281 46
McPherson	120 00	111 15	27 50	258 65
Meyer	256 25	255 30	129 26	640 81
Minnehaha	395 06	179 25	84 85	659 06
Moody	121 99	139 96	44 68	306 63
Morton	299 05	295 05	43 63	637 73
Nelson	231 58	184 13	73 43	489 14
Oliver				147 73
Pembina	296 40	243 83	167 75	707 98
Pennington	203 00	173 50	22 00	398 50
Potter	239 45	454 95	118 83	813 23
Ramsey				
Ransom	350 00	350 00	43 00	743 00
Richland	378 60	367 75	220 30	966 65
Roberts	79 00	73 40	16 00	168 40
Rollette	107 05	99 75	26 30	233 10
Sanborn	250 50	265 00	43 00	558 50
Sargent	268 00	245 00	73 50	586 50
Spink	455 03	437 71	243 15	1135 89
Stark	145 33	154 00	27 00	326 33
Steel	325 00	310 00	81 00	716 00
Stutsman	263 00	238 50	140 00	641 50
Sully	406 46	464 34	66 99	937 79
Towner	65 00	65 00	3 00	133 00
Traill	374 25	348 55	302 55	1025 35
Turner	239 00	246 00	84 00	569 00
Union	99 00	125 50	46 00	270 50
Walsh	426 50	403 00	219 00	1048 50
Walworth	172 50	172 70	52 91	398 11
Ward				
Wells	115 00	87 50	16 00	218 50
Yankton	36 25	47 25	8 00	94 50
Total	$19697 31	$19091 99	$6605 05	$45873 78

STATEMENT OF INDEBTEDNESS. JUNE 30TH, 1888.

COUNTY.	Total amount of outstanding bonds.	Total amount of outstanding warrants.	Total Indebtedness.	Increase of indebtedness.	Decrease of indebtedness.	If funds in the hands of county and township treasurers were applied to debt there would remain a net indebtedness of;
Aurora	32134 00	682 00	32816 00		299 00	33985 81
Barnes	53365 31	24557 65	77922 96		9187 06	32538 12
Beadle	81288 67	5075 00	86363 67	536 00	2255 73	81587 75
Benson	8300 00	1538 76	9838 76	1115 78	420 00	8346 13
Billings						
Bon Homme	18650 00	49 4 00	23584 00	4851 10	149 90	1807 55
Bottineau	3400 00	1121 87	4521 87	3733 15		4196 19
Brookings	46625 00	1613 70	48238 70	885 00	274 31	29107 45
Brown	92200 00	1703 28	93303 28	1586 00	5118 00	77635 40
Brule	49150 00	5212 47	54362 47	1084 71	1322 26	48892 63
Buffalo					149 80	
Burleigh	17900 00	827 00	18727 00	437 44		16544 52
Butte	6500 00	163 00	6663 00	163 00		5906 26
Campbell						
Cass	108585 00	43172 48	151751 48	9871 51	8307 38	33300 51
Cavalier	11500 00	3076 10	14576 10	2607 11	546 00	13619 20
Charles Mix	24150 20	7982 75	32132 95	492 81	1720 32	29398 89
Clark	37630 00	8966 77	46566 77	2167 94		32508 06
Clay	2350 00	1077 25	3427 25			
Codington	27729 00	6574 43	34234 43	1785 90	3179 37	27983 66
Custer	5400 72	7719 86	13120 58	11667 12	7046 51	11069 35
Davison	26500 00	1631 90	23131 90			
Day	25800 00	7401 00	33201 00			
Deuel	29948 60	1926 40	31874 40	237 00	875 90	23521 04
Dickey	25250 00	2698 12	27948 12			24733 77
Douglas	17700 00	5208 04	22908 04	5704 31		
Eddy	3600 00	829 00	4429 00			2351 91
Edmunds	27100 00	7002 11	34102 11	8358 78	563 98	34180 87
Emmons	15300 00	1423 19	16726 19	678 00	52 60	7639 16
Fall River	5900 00	271 75	6171 75	1048 06		
Faulk	23300 00	6115 25	32415 25			
Foster	8700 00	828 36	9528 40	40 00	352 81	7882 97
Grand Forks	57082 60		57082 60			
Grant	33750 00	2314 31	36064 31	2228 85	869 10	27821 94
Griggs	14200 00	957 83	15157 83		463 54	10320 69
Hamlin	25447 00	3361 40	28808 40	235 00	675 00	26278 71
Hand	57000 00	8667 78	65667 78	795 38	2339 04	58468 45
Hanson	28300 00	571 65	28871 65			22812 71
Hughes	13000 00	800 00	13800 00			10261 77
Hutchinson	23305 00	1977 76	25282 76	2133 38	234 00	20601 09
Hyde	29900 00	8807 92	38707 92	972 00	4135 41	36490 62
Jerauld	27000 00	6297 59	33297 59		1755 60	24844 87
Kidder	11100 00	1530 04	12630 04	1265 65		9022 06

STATEMENT OF INDEBTEDNESS. JUNE 30TH, 1888.

COUNTY.	Total amount of outstanding bonds.	Total amount of outstanding warrants.	Total Indebtedness.	Increase of indebtedness.	Decrease of Indebtedness.	If funds in the hands of county and township treasurers were applied to debt there would remain a net indebtedness of:
Kingsbury	$54650 00	$3674 67	$58324 67	$960 00	$1800 00	$53144 76
Lake	23064 00	1034 07	24068 00	600 00	600 00	21129 96
LaMoure	18400 00	1529 75	129926 99			15129 30
Lawrence	41090 00	1152 42	42242 42			31244 19
Lincoln	24665 00	5789 44	30954 44		2530 32	18547 67
Logan	2100 00		2100 00	600 00		1526 52
Marshall	25600 00	2021 19	27921 19	1569 94		23316 62
McCook	45000 00	6192 56	52092 56	1579 62	1719 98	48580 70
Mercer						
McHenry	1300 00	3948 43	5248 43	3386 02	1559 78	4186 32
McIntosh	1700 00		1700 00			1700 00
McLean	7000 00	1103 26	8103 26	616 74	119 74	6522 95
McPherson	7500 00	361 52	7981 52	810 41	18 05	6699 65
Miner	46200 00	10910 85	57110 85	527 87	3517 65	52227 86
Minnehaha	48659 00	1194 75	50153 75	212 03	1491 45	6014 66
Moody	15957 00	1215 36	17172 36	1247 99	471 18	12605 35
Morton	11600 00	120 00	11720 00		100 00	10486 44
Nelson	22680 00	5153 08	27723 09		2595 10	21832 88
Oliver	1500 00		1500 00			1370 00
Pembina	54400 00	6726 71	51126 71	1687 60	713 52	44081 99
Pennington	11000 00	11145 34	22145 35	1959 62		20914 61
Potter	19100 00	2428 79	21528 79	799 10	468 72	18581 77
Ramsey						
Ransom	19300 00	1379 80	20678 80	632 00	367 27	17381 40
Richland	17075 00	3786 75	20961 75	2342 75	816 40	10562 77
Roberts	14750 00	3702 78	18452 78	450 00	450 00	17605 07
Rollette	8400 00	1778 92	10158 92	1087 88		9109 46
Sanborn	39400 00	4317 64	43717 64	284 88	660 00	40395 94
Sargent	35500 00	3774 58	39274 58	6706 61	648 57	35823 33
Spink	104100 00	11857 22	115957 22	810 00	3060 11	102168 82
Stark	5800 00	65 33	5895 33	154 64	335 30	5073 21
Steele	23700 00	1248 04	24948 04	645 00	2413 53	16972 93
Stutsman	14900 00	9330 25	24230 25			17323 06
Sully	32500 00	1557 57	34157 57	156 42	6139 92	28538 98
Towner	4100 00	3150 00	7250 00			
Traill	19950 00	531 84	20481 84	971 97		8885 81
Turner	19300 00	5801 32	25101 32	1314 44	1185 72	42671 57
Union	2900 00	1434 34	4234 23	149 83	1498 56	
Walsh	78950 00	924 00	79874 00	924 00		60771 74
Walworth	9700 00	1417 51	11117 51	523 57	1383 69	9695 57
Ward						
Wells	2500 00	442 28	2942 28			1325 90
Yankton	5800 00	331 00	6131 00			3905 79
Total	$2136591 50	$322357 95	$2458949 45	$100840 29	$89454 48	$1789706 50

SCHOOL LANDS, TAX LEVY AND RATE OF INTEREST FOR THE YEAR ENDING JUNE 30TH, 1888.

COUNTY.	No. of acres of school land in county.	Average value per acre estimated.	Total value of school land in the county.	No. of acres of school land cultivated.	Average rate of interest on bonds.	Av. No. of mills school township tax levy.
Aurora	25600	$4 40	$112640 00		7	19
Barnes	37346	4 73	176646 58	466	7 5	17
Beadle			176120 00		7	12
Benson	14283	2 64	37720 00			
Billings						
Bon Homme	19680	9 70	191450 00			
Bottineau	16560	3 64	60240 00	160	7 3	10
Brookings	26620		166060 00		8 4	13 66
Brown	53387	8 00	455050 00		7 1	4 2
Brule	25904	5 02	126854 60		7 3	20
Buffalo	400	5 20	14280 00			14
Burleigh	28380	4 21	120580 00			
Butte	11200	1 87	20720 00	155	8	16
Campbell						
Cass	54947	11 42	627532 00	28089	8 6	7 1
Cavalier	15400	2 15	29220 00	12200	8	23
Charles Mix	14480	5 09	75670 00		7 5	19
Clark	34560	5 87	203040 00		7 1	16 33
Clay	13721		143012 00	839		8 33
Codington	22220		195960 00			8 8
Custer	19840		34950 00			18
Davison	5360	5 00	26800 00		7 3	17
Day	33720	5 15	190020 00	490	7 5	21 5
Deuel	19820	5 00	99940 00		8	14
Dickey	27386	5 00	36320 00		7 3	12 2
Douglas	16000	6 45	103200 00		7 5	15 33
Eddy	9600	3 50	37120 00			
Edmunds	32320		124160 00		7 3	14
Emmons	26360	2 70	70700 00		8 2	12
Fall River	10200	4 00	40960 00		7	13
Faulk	40860		151097 00	841		
Foster	13822	3 82	45368 00	440	7 5	10
Grand Forks	21760	6 70	144870 00	1125		
Grant	20480	4 83	102155 00		7 5	18 5
Griggs	20560	4 00	82640 00	5040	7 7	7 6
Hamlin	16080	5 76	92640 00		7 9	11 88
Hand	47605		174425 00			
Hanson	15360	6 73	103660 00		7 5	11 5
Hughes	17520	3 23	57680 00	20	7	
Hutchinson	48200		230400 00		8	7 5
Hyde	23040		130860 00		7 3	24
Jerauld	19200		108580 60			
Kidder	15360	5 90	87400 00		7 5	9 5

SCHOOL LANDS, TAX LEVY AND RATE OF INTEREST FOR THE YEAR ENDING JUNE 30TH, 1888.

COUNTY.	No. of acres of school land in county.	Average value per acre estimated.	Total value of school land in county.	No. of acres of school land cultivated.	Average rate of interest on bonds.	Av. No. of mills school township tax levy.
Kingsbury	27495	$5 59	$153801 00		7 8	19 50
Lake	18560		110720 00			
LaMoure	29640	3 95	122320 00	1620		
Lawrence						
Lincoln	17165	9 92	152245 00	1130		
Logan	3200	5 00	16000 00			
Marshall	16003	7 17	113135 00		7 2	21 50
McCook	20480	6 50	136960 00	25	7 5	21 00
Mercer						
McHenry	16000	5 00	80000 00			
McIntosh						
McLean	13400	5 28	63280 00		7 0	
McPherson	12800	3 81	48800 00		7 2	10 80
Miner	20480	5 86	88500 00		7 3	24 00
Minnehaha	14248		115120 00	752	8 3	5 50
Moody	14720	7 55	111120 00	1425		9 75
Morton	25800	2 64	68120 00		7 8	
Nelson	17038	5 50	64470 00	510	7 5	10 50
Oliver	6400		16000 00			
Pembina	33360	15 25	380560 00	4915	8 0	14 00
Pennington	30600	2 65	81160 00		7 5	12 50
Potter	28360		138900 00	12		
Ramsey						
Ransom	27840	5 76	160000 00	4005		
Richland	43340	5 95	258280 00	5940	7 7	
Roberts	3840	4 25	16320 00	8	8 0	13 00
Rollette	15360		136960 00	110	8 0	
Sanborn	20480		105600 00			
Sargent	15526	5 41	77228 00	772	7 3	
Spink	48710	5 93	288756 00		7 5	16 00
Stark	14080	2 70	36480 00		7 7	8 20
Steele	21760	4 78	104120 00	3300	7 3	10 50
Stutsman	44700	5 00	233500 00		7 5	10 00
Sully	34501	4 38	151201 00		7 0	13 33
Towner	8320	5 33	32880 00			
Traill	27307	9 70	253605 00	15690	8 3	7 75
Turner	23040	11 81	272000 00	44	7 1	14 00
Union	8855		67841 00	1206		
Walsh	21880		180000 00	5150	7 5	9 90
Walworth	16640	2 61	43440 00		7 0	12 33
Ward						
Wells	7840	5 12	41170 00		7 3	29 00
Yankton	10100	11 33	121300 00	320	8 0	4 50
Total	1715009	$5 56	$9550712 00	96799	7 5	13 77

STATEMENT OF RECEIPTS FROM VARIOUS SOURCES FOR THE YEAR 1888.

COUNTY.	Balance on hand July 1 1887.	Amount received from special tax.	Amount received by ap portionment.	Amount received during year from sale of bonds	Amount received from all other sources.	Amount received from special sub-district tax.
Aurora	$2874 02	$1687 23	$3892 48	$1055 60	$781 70	$16 08
Barnes	12225 33	22116 16	12219 47		1784 17	
Beadle	5778 81	33874 36	10184 81	450 00	2181 49	
Benson	178 03	3639 93	1170 27	595 00	92 22	
Billings	387 79	163 12			15 91	
Bon Homme	854 27	24300 14	5018 14	3800 00	776 84	
Bottineau	55 81	1119 05	588 08	3020 00	79 97	
Brookings	6269 91	23007 42	5922 2[illegible]	1501 25	3962 06	
Brown	4489 5[illegible]	51138 58	13284 8[illegible]	1500 00	371 04	
Brule	4534 8[illegible]	22422 2[illegible]	3698 1[illegible]		11 50	
Buffalo	262 3[illegible]	2082 06	512 1[illegible]			
Burleigh	2212 29	4621 20	3914 5[illegible]		46 50	
Butte	337 11	3478 42	945 2			
Campbell						
Cass	60604 12	66030 59	25126 1[illegible]	8566 1[illegible]	2761 89	
Cavalier	223 82	10462 56	2192 7[illegible]	696 00	103 00	
Charles Mix	117 [illegible]2	10950 01	1943 1[illegible]		721 76	46 76
Clark	2063 0[illegible]	22816 2[illegible]	4810 4[illegible]	871 60	952 95	
Clay	2750 1[illegible]	14576 8[illegible]	5392 22	800 00	238 83	
Codington	5129 74	19997 47	5868 58	1250 00	75 35	
Custer	1963 48	3989 63	1277 03	200 00	785 78	
Davison	1471 46	10883 74	2912 49	498 00	117 80	
Day	951 50	18382 46	3486 56	2548 00	143 65	
Deuel	4330 36	13850 86	3313 73	480 00	251 92	
Dickey	2183 76	16855 61	4426 74	2530 00	172 95	
Douglas	673 2[illegible]	7000 09	1483 18	3968 00	55 36	
Eddy	997 16		1159 52	294 00	1019 47	
Edmunds	2281 09	13185 78	34 82 28	4763 40	160 69	
Emmons	225 41	2683 50	1116 64		20 96	
Fall River	831 84	3920 63	759 03		47 50	
Faulk	2115 23	16679 74	2836 84	2220 20	2378 60	2852 05
Foster	1385 10	5619 70	1211 76		20 75	
Grand Forks	8672 23	30625 53	9424 38	950 00	409 02	
Grant	1971 [illegible]5	17283 67	3183 82	1202 00	473 35	
Griggs	1985 29	9799 83	4083 14		581 36	
Hamlin	1454 99	11937 05	2933 57			
Hand	3275 88	34432 11	6313 24		327 86	
Hanson	2569 00	11286 23	3106 46	600 00	423 47	
Hughes	2942 36	9833 65	3268 99		144 29	222 30
Hutchinson	3797 45	12153 59	6751 13	3676 40	153 88	
Hyde	842 05	18165 5[illegible]	1884 69	507 50	25 27	
Jerauld	521 81	13916 91	1825 05		30 16	25 00
Kidder	3122 79	1640 44	1750 66		1319 70	

STATEMENT OF RECEIPTS FROM VARIOUS SOURCES FOR THE YEAR 1888.

COUNTY.	Balance on hand July 1 1887.	Amount received from special tax.	Amount received by apportionment.	Amount received during year from sale of bonds.	Amount received from all other sources.	Amount received from special sub-district tax.
Kingsbury	$5056 20	$27506 31	$4597 8[illegible]	$685 40	$858 74	
Lake	1617 70	15127 07	3781 07	2100 00	167 53	
LaMoure	4572 51	12086 25	4601 45	594 00	12 00	
Lawrence	9275 45	16090 39	12802 4[illegible]	1512 19	5719 37	
Lincoln	7216 00	28319 41	7203 9[illegible]	780 00	230 45	
Logan	18 41	1155 81		700 00		
Marshall	1597 90	14986 82	2140 2[illegible]	2000 00	526 39	$721 09
McCook	1552 55	19330 50	3510 9[illegible]	800 00	674 62	
McHenry	44 76	1657 95	193 70		9 46	
McIntosh	328 13				1102 75	
McLean	338 25	4972 78	1410 42	582 00	31 11	
McPherson	541 56	3652 48	1984 20	500 00	22 68	
Mercer						
Miner	756	20935 01	2711 3[illegible]		1793 22	
Minnehaha	13617 [illegible]	46979 93	19394 9[illegible]	2856 31	269 07	
Moody	5132 0[illegible]	18008 61	2931 60	1407 0[illegible]	1578 03	
Morton	2100 50	4307 25	2400 07		39 51	
Nelson	2661 56	12936 20	3879 36	675 00	1932 49	
Oliver	486 59	686 39	318 7[illegible]			
Pembina	4965 65	33145 15	8116 8[illegible]	1525 25	120 87	
Pennington	2859 03	8716 77	4363 07	2719 50	1 20	
Potter	1090 67	8237 4[illegible]	2200 11	598 00	61 68	
Ramsey						
Ransom	5952 85	15531 54	3655 2[illegible]		1109 05	
Richland	7715 08	22670 62	9658 0[illegible]		1074 56	
Roberts	489 60	4746 67	1363 02		119 30	
Rollette	405 12	2765 21	739 84	800 00	200 00	
Sanborn	1118 93	16708 18	2751 3[illegible]		70 04	
Sargent	2365 59	8223 60	4701 9[illegible]	4955 00	108 10	1356 11
Spink	2723 23	50630 62	9196 4[illegible]	700 00	617 73	
Stark	855 85	2811 55	1333 7[illegible]	1289 50	48 7[illegible]	
Steele	2799 45	17679 78	4135 3[illegible]	1686 00	545 22	
Stutsman	7911 47	12425 55	4177 41	710 00	4641 3[illegible]	
Sully	2206 28	16247 10	3240 91		424 39	
Towner	10 76	159 0[illegible]	693 3[illegible]			
Traill	13986 98	24953 37	8149 94		267 77	66 77
Turner	2015 01	24152 17	4773 17		182 09	
Union	4067 95	17938 3[illegible]	8291 87		80 69	
Walsh	9[illegible]81 95	31622 0[illegible]	11072 4[illegible]	1600 00	2094 72	
Walworth	1279 59	3445 54	1639 3[illegible]		51 94	
Ward						
Wells	724 93	1127 0[illegible]	1563 85		23 95	
Yankton	2034 93	9963 2[illegible]	5375 43	802 00	151 06	
Total	$298624 52	$1227775 5[illegible]	$357852 36	$89722 65	$60308 13	$53306 16

STATEMENT OF EXPENDITURES FOR VARIOUS PURPOSES FOR THE YEAR ENDING JUNE 30TH, 1888.

COUNTY.	Amount paid for school houses.	Amount paid for school house sites.	Amount paid for furniture.	Total amount paid for apparatus and fixtures.	Amount paid for teachers' wages.
Aurora	$1161 70	$25 00	$249 74	$909 46	$11938 45
Barnes	3127 52	10 00	814 11	1242 65	16525 49
Beadle	2601 54	50 21	1187 46	1699 89	24105 25
Benson	175 00		133 49	173 92	2493 97
Billings	175 00			35 95	4450 00
Bon Homme	4298 83	72 00	1158 54	161 50	15402 29
Bottineau	2837 49		340 13	100 22	714 02
Brookings	5356 38	50 15		746 31	19308 62
Brown	2554 75	182 20	2552 06	1474 43	27086 17
Brule	3678 05		600 68	304 01	15514 07
Buffalo	304 71			1502 50	
Burleigh	489 09		111 90	149 73	4512 89
Butte	79 84		82 67	67 56	3494 18
Campbell					
Cass	14939 78	3200 10	2654 61	3350 80	53878 43
Cavalier	1166 83	115 50	1011 54	159 23	7517 80
Charles Mix	157 21	10 65	279 65	513 68	6212 54
Clark	2505 64	63 92	1307 91	515 57	12574 76
Clay	3039 64		593 47	619 81	11729 29
Codington	616 35		612 55	582 64	12309 11
Custer	1861 33		445 00		
Davison		37 90	300 70	155 23	8094 58
Day	3255 59	2 50	1611 24	432 89	10107 57
Deuel	436 05		516 24	56 18	9655 06
Dickey	3702 05	1 00	1094 73	587 01	11544 45
Douglas	4157 27		513 04	69 89	4089 74
Eddy	426 55	5 00	189 74	70 05	1106 51
Edmunds	7439 37	35 84	1577 61	788 76	7592 99
Emmons	49 44	60 15	90 47	59 10	1376 81
Fall River	287 19		231 21	339 76	2141 13
Faulk	2136 32	202 46	385 95	638 92	10029 87
Foster		15 60	672 72	140 00	2574 93
Grand Forks	1114 75	25 00	148 85	654 40	19228 22
Grant	1374 63	16 00	336 46	664 16	11163 34
Griggs	1211 71		295 40	517 57	6714 08
Hamlin		72 45	1430 30	958 16	8878 79
Hand	1116 36	105 05	2657 27	635 47	22780 04
Hanson	904 73		274 07	718 38	8575 46
Hughes	150 06		68 90	193 61	6965 09
Hutchinson	4323 76	105 60	665 95	1006 04	11933 33
Hyde	1276 35		744 21	422 45	7366 44
Jerauld			656 88	1199 95	8506 82
Kidder	1345 72		354 72	111 07	2103 79

STATEMENT OF EXPENDITURES FOR VARIOUS PURPOSES FOR THE YEAR ENDING JUNE 30TH, 1888.

COUNTY.	Amount paid for school houses.	Amount paid for school house sites.	Amount paid for furniture.	Total amount paid for apparatus and fixtures.	Amount paid for teachers' wages.
Kingsbury	$2837 47	$59 15	$1404 05	$475 38	$16713 18
Lake	1819 74	16 21	994 81	897 55	10870 35
LaMoure	5195 74	2 10	850 73	1122 77	7724 25
Lawrence	1480 00		844 45	301 90	21939 04
Lincoln	2603 47	25 00	1108 39	1164 93	17979 58
Logan	700 00		87 00		315 00
Marshall	2625 74	27 77	968 98	291 06	9738 69
McCook	2631 59	60 05	692 08	737 36	10203 59
McHenry	190 47	54 75	14 21	13 19	752 54
McIntosh					353 69
McLean	840 87		367 28	167 70	3005 81
McPherson	909 70	1 00	102 50	109 08	2704 06
Mercer					
Miner			623 74	1543 31	12907 99
Minnehaha	2627 47	2520 00	1682 93	1446 71	31225 60
Moody	2259 76	17 50	547 02	1007 02	11725 87
Morton	759 40	10 00	184 22	50 85	3466 94
Nelson	2233 54		1213 52	560 60	5249 48
Oliver			23 50		1038 15
Pembina	2691 25	22 65	1815 22	792 79	21789 84
Pennington	2203 00	21 52	718 95	114 45	9091 05
Potter	572 12	1 00	323 83	5008 63	
Ramsey					
Ransom	2627 72	65 97	1234 40	171 05	10787 10
Richland	4907 67	366 50	1348 60	640 44	18737 54
Roberts	50 00		69 75	1056 88	4559 58
Rollette	435 00			96 64	1578 47
Sanborn		5 00	388 86	1191 34	10120 35
Sargent	3696 68	12 20	1339 42	634 38	5481 92
Spink	2200 82	5 00	975 92	892 19	29423 73
Stark	1373 46	10 12	520 20	206 07	2556 99
Steele	5868 02	203 11	1230 25	995 90	9118 72
Stutsman	2735 41	50 00	345 65	1317 78	10412 88
Sully	126 15		160 66	232 76	11010 94
Towner					1400 00
Traill	2968 48	31 55	852 21	1041 07	18303 67
Turner	3670 16	69 77	1851 61	393 20	15344 06
Union	1022 26	19 00	428 92	1346 88	16819 12
Walsh	2584 18	36 25	1292 75	1443 01	21429 56
Walworth			60 05	484 16	2626 98
Ward					
Wells		10 00	255 68	93 36	1373 65
Yankton	650 00	262 75	392 26	680 32	8339 40
Total	$163619 81	$8450 29	$56416 42	$48753 67	$839927 09

STATEMENT OF DISBURSEMENTS FOR VARIOUS PURPOSES FOR THE ENDING JUNE 30TH, 1888.

COUNTY.	Amount paid as interest on bonds.	Amount paid for the redemption of bonds.	Amount paid for services of school officers.	Total amount paid for purpose not before mentioned.
Aurora	751 90	64 90	1119 63	3763 01
Barnes	4998 70		825 74	5626 06
Beadle	7313 61	916 44	1765 94	4917 06
Benson	718 87		198 00	762 73
Billings			69 34	36 12
Bon Homme	1321 50		893 95	3930 68
Bottineau	150 46	75 00	178 07	322 89
Brookings	2980 62		1605 02	5778 12
Brown	7248 68	3714 74	1486 05	12189 60
Brule	3419 36		783 82	3866 21
Buffalo	6 11		173 00	285 26
Burleigh	1378 39	149 80	702 50	714 21
Butte	424 14		95 70	382 55
Campbell				
Cass	8896 28		1283 15	16260 53
Cavalier	810 75	5325 04	481 0	1428 63
Charles Mix	2173 18		418 56	2509 81
Clark	3075 55		806 78	4451 19
Clay	870 00	100 00	144 00	2400 13
Codington	1921 00	50 00	489 54	3330 35
Custer	3380 17	5713 72	23 00	
Davison	1937 78	175 00	387 15	1850 52
Day	1819 80		845 22	3091 65
Deuel	2720 62		287 50	3918 30
Dickey	1804 82		468 28	3544 13
Douglas	1225 50		520 86	1704 45
Eddy	347 55		41 25	251 54
Edmunds	1678 97		942 68	2294 56
Emmons	1156 74		179 00	165 85
Fall River	375 50		212 90	1333 85
Faulk	1728 05		685 07	3765 70
Foster	652 95		408 35	1280 62
Grand Forks	5025 63		132 55	4923 23
Grant	2283 31		651 53	3588 05
Griggs	1413 94		470 84	1524 56
Hamlin	1836 87	375 00	305 00	1609 37
Hand	4383 83	175 00	1344 69	5798 10
Hanson	2072 96		294 00	1567 84
Hughes	843 00		413 50	2389 83
Hutchinson	1533 42		179 37	2306 77
Hyde	2882 55		788 66	6847 28
Jerauld	1943 36		592 64	2197 15
Kidder	821 44		270 86	956 90

STATEMENT OF DISBURSEMENT FOR VARIOUS PURPOSES, FOR THE YEAR ENDING JUNE 30TH, 1888.

COUNTY	Amount paid as interest on bonds.	Amount paid for the redemption of bonds.	Amount paid for the serv's of school officers	Total amount paid for purposes not before included.
Kingsbury	4937 67		1044 47	6854 47
Lake	1884 95	1159 00	489 80	1715 22
LaMoure	1253 92	443 07	834 48	2947 24
Lawrence	3111 78		416 03	3219 21
Lincoln	2373 08	1285 63	509 40	4846 75
Logan	192 50			354 16
Marshall	1981 90		1001 22	2651 65
McCook	4151 50	1265 27	559 96	3779 53
McHenry	118 75		82 99	303 63
McLean	580 00		347 25	669 55
McIntosh	136 75			120 69
McPherson	497 59		238 84	573 43
Mercer				
Miner	3335 82		918 68	5226 89
Minnehaha	2600 79	1522 91	691 04	8450 87
Moody	3074 05	1334 14	460 82	3763 72
Morton	863 05		323 25	1327 24
Nelson	3131 39		585 62	2738 97
Oliver	120 00		147 73	117 99
Pembina	4687 45		904 75	4134 38
Pennington	1483 70		394 08	3275 65
Potter	1485 52		803 34	2019 56
Ramsey				
Ransom	1476 30		810 50	2573 80
Richland	1253 59	750 25	966 65	4738 86
Roberts	1357 88		90 40	1637 73
Rollette	555 91		173 58	1216 07
Sanborn	2903 61		778 79	1697 85
Sargent	1871 85		605 98	868 09
Spink	8160 45		944 69	11343 21
Stark	386 45		250 73	713 59
Steele	1727 59		924 55	2223 11
Stutsman	1121 85		522 50	2140 22
Sully	2179 86		1487 31	2018 52
Towner	328 00		191 00	175 00
Traill	1552 25		954 07	3835 68
Turner	1285 30		417 16	4993 91
Union	311 95	1224 83	288 75	2678 92
Walsh	5864 74		1059 82	4965 21
Walworth	856 65		374 32	463 39
Ward				
Wells	183 31		153 89	282 30
Yankton	381 90	297 42	123 75	1725 01
Total	17044 9 25	26107 26	45[illegible]60 91	

STATEMENT OF TOTAL RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING JUNE 30TH, 1888.

COUNTY.	Total receipts from all sources for year ending June 30th, 1888.	Total disbursements for all purposes for year ending June 30th, 1888	Cash in school treasuries June 30th, 1888.	Total to balance above receipts.	No. of mills tax levied for year beginning July 1st, 1888.
Aurora	$25562 65	$21023 19	$4539 46	$25562 65	17 4-5
Barnes	57174 18	40002 27	17171 91	57174 18	17
Beadle	53013 51	44476 40	8537 11	53013 51	
Benson	5585 45	4365 98	1219 47	5585 45	12
Billings	1442 82	765 41	677 41	1442 82	
Bon Homme	34750 02	28120 49	6629 53	34750 02	13 1-2
Bottineau	4862 88	4643 28	219 60	4862 88	13 5-8
Brookings	44950 33	38585 40	6364 93	44950 33	13 1-2
Brown	70783 94	54773 97	16009 97	70783 84	8 4-10
Brule	30666 79	28166 20	2500 59	30666 79	19 2-7
Buffalo	2856 62	2446 39	410 23	2856 62	13 3-5
Burleigh	10797 51	8058 71	2738 80	10797 51	7 11-20
Butte	4810 75	4626 64	184 11	4810 75	13 1-5
Campbell					
Cass	164897 89	110838 38	54059 51	164897 89	6 4-5
Cavalier	13667 88	12691 28	976 60	13667 88	23
Charles Mix	13027 76	12742 44	285 32	13027 76	20 9-22
Clark	31613 73	25401 32	6212 41	31613 73	15 3-4
Clay	23758 11	19446 34	4311 77	23758 11	6 2-10
Codington	32421 09	25575 26	6845 83	32421 09	7 9-10
Custer	8866 92	7828 90	1038 02	8866 92	18 5-13
Davison	16001 39	12763 86	3237 53	16001 39	17 1-12
Day	24063 58	21192 14	2871 44	24063 58	21 13-20
Deuel	22226 90	17589 95	4636 95	22226 90	14 1-2
Dickey	26171 96	22746 47	3425 49	26171 96	14 10-19
Douglas	13179 89	12289 75	890 14	13179 89	13 9-10
Eddy	4070 71	2489 19	1581 52	4070 71	
Edmunds	24621 68	23050 71	1570 97	24621 68	15 1 7
Emmons	3856 44	3232 65	623 79	3856 44	16
Fall River	5561 10	5021 54	539 56	5561 10	18 1-3
Faulk	23115 15	19206 72	3908 43	23115 15	18 2-7
Foster	8237 31	5745 17	2492 14	8237 31	9 1-3
Grand Forks	50081 83	31255 58	18826 25	50081 83	13
Grant	24116 27	20061 48	4051 79	24116 27	19 13-14
Griggs	16398 61	12582 92	3815 69	16398 61	
Hamlin	16225 61	15265 94	959 67	16225 61	13 5-12
Hand	44349 05	38870 83	5478 22	44349 05	
Hanson	17990 61	14407 44	3583 17	17990 61	10 7-12
Hughes	16417 59	11005 65	5411 94	16417 59	
Hutchinson	26640 45	22054 33	4586 12	26640 45	7 1-2
Hyde	21671 99	20564 18	1107 81	21671 99	14 1-2
Jerauld	16118 62	15254 76	863 86	16118 62	23 19-30
Kidder	8315 45	5936 93	2378 52	8315 45	7 5-8

STATEMENT OF TOTAL RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING JUNE 30TH, 1888.

COUNTY.	Total receipts from all sources for year ending June 30th, 1888.	Total disbursements for all purposes for year ending June 30th, 1888.	Cash in school treasury June 30th, 1888.	Total to balance above receipts.	No. of mills tax levied for year beginning July 1st, 1888.
Kingsbury	$38704 93	$34345 84	$4359 09	$38704 93	17 9-13
Lake	22795 61	19181 61	3614 00	22795 61	21 25-32
LaMoure	22482 75	17117 60	5365 15	22482 75	9
Lawrence	44557 92	34209 57	10348 35	44557 92	9
Lincoln	43749 81	31896 18	11853 63	43749 81	
Logan	1855 81	1648 66	207 15	1855 81	10
Marshall	22002 28	19611 78	2390 50	22002 28	21 11-26
McCook	25868 66	24080 93	1787 73	25868 66	10
McHenry	1905 90	1530 53	375 37	1905 90	18 15-16
McIntosh	1430 94	611 13	819 81	1430 94	
McLean	7334 56	5989 36	1345 20	7334 56	11 7-10
Mercer					
McPherson	6700 98	5139 20	1561 78	6700 98	13 8-11
Miner	26196 07	24556 43	1639 64	26196 07	21 11-13
Minnehaha	83127 65	52768 32	30359 33	83127 65	
Moody	29057 27	24189 98	4867 29	29057 27	9 11 25
Morton	8847 33	6984 95	1862 38	8847 33	
Nelson	22084 61	15713 12	6371 49	22084 61	9 4-19
Oliver	1494 62	1447 37	47 25	1494 62	11
Pembina	47865 53	36830 43	11035 10	47865 53	14
Pennington	18649 57	17302 43	1347 14	18649 57	10 3-10
Potter	12057 70	10426 29	1631 41	12057 70	12 1-4
Ramsey					
Ransom	26035 32	20743 05	5292 27	26035 32	12 1-2
Richland	41718 35	33710 10	8008 25	41718 35	9
Roberts	9418 68	8824 02	594 66	9418 68	14 1-3
Rollette	4910 17	3983 66	926 51	4910 17	16 1-2
Sanborn	20579 96	17471 96	3108 00	20579 96	12 1-4
Sargent	21710 39	19237 33	2473 06	21710 39	17 1 2
Spink	63886 90	57267 93	6618 97	63886 90	16 1-2
Stark	6339 33	5994 34	344 99	6339 33	8 4-9
Steele	27144 80	22285 14	4859 66	27144 80	8 3-8
Stutsman	24927 25	18485 95	6441 30	24927 25	
Sully	22118 69	17216 20	4902 49	22118 69	10 3-4
Towner					
Traill	47424 63	29629 07	17795 56	47424 63	7 3-4
Turner	31452 44	28025 17	3427 27	31452 44	14 2-11
Union	30265 90	24141 13	6124 77	30265 90	6
Walsh	55660 78	39700 05	15960 73	55660 78	
Walworth	6056 52	4868 55	1187 97	6056 52	10 5-13
Ward					
Wells	3439 75	2357 19	1082 56	3439 75	4 11-12
Yankton	18228 67	13992 14	4236 53	18228 67	
Total	$2039589 41	$1621012 61	$418576 80	$2039589 41	10

EXHIBIT NO. 8.

STATISTICAL TABLES OF INDEPENDENT CITIES, TOWNS, AND DISTRICTS NOT REPORTED IN BODY OF COUNTY SUPERINTENDENTS' REPORTS.

INDEPENDENT CITIES, TOWNS AND DISTRICTS NOT REPORTED IN THE BODY OF THE COUNTY SUPERINTENDENTS' REPORTS.

GRADED SCHOOLS.

CITY, TOWN OR DISTRICT.	PRINCIPAL.	Salary of Principal.	No. T'chers employed			Average Mo. Wages of Teachers	
			Male.	Female.	Total.	Male.	Female
Aberdeen	B. F. Hood	$1450 00		9	9		$57 66
Bismarck	C. D. Abbey	1500 00	1	7	8		72 14
Flandreau	A. Spafford	720 00		4	4		35 00
Grand Forks	C. H. Clemer	1350 00	1	14	15	150 00	64 75
Grafton	A. L. Woods	1100 00		10	10		54 50
Jamestown	O. T. Dnney	1305 00	1	9	10	70 00	50 00
Lisbon	W. E. Goodrich	765 00		4	4		40 00
Mitchell	H. E. Kratz	1000 00		8	8		47 50
Pierre	F. C. McClelland	900 00		5	5	100 00	40 00
Rapid City	Mrs. M. E. Bishop	1125 00		6	6		65 00
Wahpeton	W. G. Crocker	1100 00		4	4	110 00	47 50
Yankton	J. D. Stay	1500 00		12	12	166 00	50 00
PARTIALLY GRADED SCHOOLS.							
Alexandria	W. S. Whitacre	700 00	1	2	3		32 50
Arlington	A. E. Webb	510 00	1	1	2	60 00	35 00
Armour	E. P. Wanzer	450 00	1	2	3	50 00	27 50
Big Stone City	A. W. Colcord	540 00	1	2	3	60 00	32 50
Bridgewater				2	2		40 00
Brightwood							
Brookings	M. A. Robinson	950 00	1	3	4	105 00	41 00
Bon Homme			1	1	2	30 00	25 00
Canova				1	1		37 00
Canton	B. H. Perkins	900 00	1	4	5	100 00	45 00
Carthage	Madge Mann	360 00		2	2		40 00
Cavour				1	1		35 00
Centreville	J. W. Lowery	560 00		2	2		35 00
Doland				3	3		45 00
Egan				2	2		45 00
Faulkton	I. C. Adams	360 00		2	2		40 00
Frankfort	F. M Davis	560 00	1	1	2	60 00	35 00
Gilman				1	1		26 00
Grand View							
Groton	J. C. Adams	800 00	1	1	2	90 00	50 00
Howard	Jennie Harris	650 00		3	3		53 70
Hitchcock			1	1	2	52 60	41 05
Iorquois				2	2		37 00
Lake Preston			1	1	2	40 00	38 00
Madison	J. L. English	750 00	1	4	5	75 00	40 00
Union				1	1		28 00
Milbank	G. W. Prevey	800 00	1	3	4	80 00	40 00
Mt. Vernon	Bruce Fink	405 00	1	1	2	45 00	40 00
Olivet			1	1	2	50 00	27 50
Parker	M. L. Abott	800 00	1	3	4	90 00	40 00
Plankinton	H. M. Hoon	710 00		3	3		41 00
Redfield	S. F. Beede	1000 00	1	3	4	110 00	50 00
Salem				2	2		40 00
Springfield	J. M. Ramsey	630 00	1	1	2	70 00	50 00
Tyndall	C. M. Young	675 00	1	2	3	75 00	32 50
Vermillion	E. F. Collins	675 00	1	3	4	75 00	43 00
Wolcott							
Wentworth				1	1		40 00
Winnifred				1	1		40 00
Independ't *1							
Independ't *20				1	1		32 00
Total			23	162	185	78 87	41 72

INDEPENDENT CITIES, TOWNS AND DISTRICTS NOT REPORTED IN THE BODY OF THE COUNTY SUPERINTENDENTS' REPORTS.

GRADED SCHOOLS.

CITY, TOWN OR DISTRICT.	No. months in school year.	No. houses built in year.	Whole No. of school houses.	Whole No. of departments in schools.	Total seating capacity of schools.	No. of volumes in the school library.	Total value of school property.
Aberdeen	9	2	3	5	400	165	$25000 00
Bismarck	10		2	5	322		27000 00
Flandrau	9		2	5	190	200	11000 00
Grand Forks	9		2	14	054	186	70000 00
Grafton	10		1	5	320	500	18000 00
Huron	9		2	10	600	250	40000 00
Jamestown	9		2	11	800		11500 00
Lisbon	9		1	5	240		8500 00
Mitchell	9		2	9	525		20000 00
Pierre	9		1	5	325	251	5000 00
Rapid City	9		2	7	467	251	22000 00
Wahpeton	10		1	5	205	63	13500 00
Yankton	9	1	3	10	600		50000 00
PARTIALLY GRADED SCHOOLS							
Alexandria	10		1	3	125		3500 00
Arlington	8		1	2	80		3000 00
Armour	9	1	1	1	62		2500 00
Big Stone City	9		1	3	110		4000 00
Bridgewater	9		1	2	150	1	4000 00
Brightwood	6		1	2	80		1500 00
Brookings	9	1	2	4	200	20	600 00
Bon Homme	7		1	1	30		600 00
Canova	9		1	1	50		1800 00
Canton	9		1	5	214	19	13000 00
Carthage	9		1	2	100	17	2000 00
Gavour			1	1	60		1600 00
Centerville	8		1	3	150	20	3700 00
Doland	9		1	2	100		2000 00
Egan	9		1	2	180		8000 00
Faulton	8		2	3	175		1450 00
Frankfort	8		1	2	90	88	
Gilman	7		1	1	30		500 00
Crand View	5		1	1	50		7500 00
Groton	10		1	2	125	50	4000 00
Howard	9		1	3	200		3000 00
Hitchcock	8		1	1			2000 00
Iroquois	9		3	2	75		1500 00
Madison	9		1	2	150	7	3050 00
Marion	10		1	4	150		5000 00
Milbank	8		1	2	100	12	1300 00
Olivet	10		1	4	160	11	7070 00
Parker	9		1	2	90	56	2500 00
Plrnkinton			1	2	120		1800 00
Redfield	9		1	4	60	15	2500 00
Salem	9		1	4	200		8000 00
Springfield	10		1	5	160	38	5000 00
Tyndall	9		1	2	150	1	3500 00
Vermillion	9		1	2	150		2500 00
Walcott	9		1	3	150		1200 00
Wentworth	9		1	4	250		11000 00
Winnifred	5		1	1	40		1000 00
Mt Vernon	8		1	2	78		2350 00
Lake Preston			1	1	56		1200 00
Independent *1	5		1	1	30		500 00
Independent *20	4		1	1	28		600 00
Total		4	58	192	10306	1949	454360

INDEPENDENT CITIES, TOWNS AND DISTRICTS NOT REPORTED IN THE BODY OF THE COUNTY SUPERINTENDENTS' REPORTS.

CITY, TOWN OR DISTRICT.	Whole No. of persons of school age as shown by the census.			Total No. different pupils enrolled in the schools.			Per cent of attendance.	Aver. cost of schooling per month for pupils enrolled.	Aver. cost per pupil as shown by census.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Aberdeen	200	244	444	235	292	527	75	88	1 05
Bismarck	198	202	400	178	184	362	85	2 42	2 19
Flandreau	96	86	182	97	100	197	51	1 80	1 91
Grand Forks	527	586	1113	394	411	805	92	2 52	2 00
Grafton	165	133	298	102	134	335	93	1 48	1 67
Huron			574			504	92	1 95	1 83
Jamestown	340	360	700	258	279	537	94		
Lisbon	128	96	214			247	92	1 54	1 69
Mitchell	252	248	500	220	275	495	95	1 42	1 40
Pierre	139	127	257	102	98	200	97	1 94	1 50
Rapid City	201	235	436	179	211	390	86	1 92	1 72
Wahpeton	149	197	346	128	118	238	86	1 94	1 30
Yankton	477	569	1046	343	374	817	81		
PARTIALLY GRADED SCHOOLS									
Alexandria	80	58	138	77	58	130	93	1 18	1 11
Arlington	37	27	64	31	30	61	81	2 13	2 03
Armour	36	36	72	45	43	88	72	1 08	1 32
Big Stone City	86	61	147	52	44	96	77	2 22	1 45
Bridgewater	73	56	129	41	36	77	51	2 22	1 32
Brightwood	36	27	63	30	25	55	85	2 00	1 80
Brookings	104	181	285	143	171	324	85	1 70	1 80
Bon Homme	32	14	46	16	14	30	62	1 50	98
Canova	15	17	32	10	12	22	81	2 00	2 00
Canton	161	159	320	144	113	255	94	1 57	1 22
Carthage	32	29	61	30	42	72	68	1 10	1 50
Cavour	24	22	46						
Centreville	87	74	161	68	61	129	68	1 41	1 13
Doland	35	30	65			64			1 80
Egan	56	64	120	46	65	111	53	1 64	1 52
Faulkton	74	65	139	81	54	135	75	1 30	1 28
Frankfort	36	32	68	47	34	81			1 55
Gilman	15	10	26	14	7	21		1 60	1 30
Grand View	13	17	30	9	11	20	53	5 51	3 68
Groton	59	56	115	49	47	93	75	1 81	1 46
Howard	57	61	112	40	50	90	82	2 20	2 00
Hitchcock			60	36	45	81	48	1 13	
Iroquois	32	26	58	29	25	54	70	1 35	1 26
Lake Preston	43	44	87	41	37	78	66	2 12	1 90
Madison	142	148	290	142	148	290		1 00	
Marion	73	57	130	52	45	97	35	88	65
Milbank	131	121	253	158	136	294	72	1 13	1 34
Mt. Vernon	32	42	74	25	33	58	84	1 20	93
Olivet	37	38	75	39	35	74	39	1 05	1 03
Parker	75	68	143						
Plankinton			205			205			
Redfield	104	109	213					1 86	1 25
Salem	54	50	104	44	39	83	68	1 96	1 20
Springfield	37	51	88	43	58	101	83	1 53	
Tyndall	90	75	165	64	75	139			
Vermillion	167	202	269	142	149	591	98	1 36	1 08
Walcott	12	10	22	9	8	17	90	2 50	2 00
Wentworth	27	30	57			68		2 41	2 01
Winnifred	30	29	59	21	29	50		1 59	1 34
Independ't *1	11	9	19	7	5	12	81	89	1 57
Independ't *20	6	11	17	3	7	9		5 35	2 83
Total	5114	5300	11253	4059	4258	9405	76	1 81	1 57

INDEPENDENT CITIES, TOWNS AND DISTRICTS NOT REPORTED IN THE BODY OF THE COUNTY SUPERINTENDENTS' REPORTS.

GRADED SCHOOLS.

CITY, TOWN OR DISTRICT.	Total amount Outstanding Bonds.	Total amount Outstanding Warrants.	Total amount Indebtedness.	Increase of Indebtedness.	Decrease of Indebtedness.	Av rate of Int. on Bonds.	No Mills City School Tax.
Aberdeen	$20000 00	$6453 82	$26453 82	$7198 40		7	5
Bismarck	4000 00		4000 00			10	6
Flandreau	10300 00	700 00	11000 00			7	13
Grand Forks	35590 00	163 15	35663 15		$4936 15	7	15
Grafton	16500 00	188 27	16688 27		2411 73	8	16
Huron	29500 00		29500 00			8	7
Jamestown	50000 00		50000 00			7	12 5
Lisbon		1574 60	1574 60				17
Mitchell	6000 00		6000 00			7	10
Pierre							4
Rapid City	10500 00	7253 41	17753 41			7	4 5
Wahpeton	5000 00		5000 00		1000 00	8	7
Yankton	1700 00		1700 00		480 00	6	5 12
PARTIALLY	GRADED	SCH'OLS					
Alexandria	1500 00		1500 00			8	12
Arlington	2500 00	900 00	3400 00		300 00	10	20
Armour	2000 00	1805 45	3805 45	3805 45		7	
Big Stone City	3800 00	320 11	4120 11		600 66	8	20
Bridgewater	3000 00		3000 00			8	13
Brightwood	1000 00	120 00	1120 00			8	10
Brookings	3000 00		3000 00			10	6 5
Bon Homme							7
Canova	1500 00		1500 00			7	20
Canton	12000 00	2975 00	14975 00		478 55	7	10
Carthage	1800 00	975 24	2725 24			7	5 15
Cavour	1500 00	10 25	1510 25			8	
Centreville	1125 00	694 69	1819 69			7	
Doland		25 00	25 00				
Egan	7000 00		7000 00			7	7
Faulkton		1275 00	1275 00				13
Frankfort		38 97	38 97				25
Gilman	500 00		500 00			8	
Grand View	2000 00	181 21	2181 21		100 00	8	20
Groton					495 59		10
Howard	1500 00	2500 00	4000 00		350 00	8	20
Hitchcock	1500 00	350 49	1850 49			7	9
Iroquois	1200 00		1200 00			8	
Lake Preston	3000 00	591 20	3591 20		591 20	7	5 20
Madison	4500 00		4500 00			7	5
Marion	450 00	710 00	1110 00			8	
Milbank	5850 00		5850 00			8	9
Mt. Vernon	2500 00	130 00	2630 00			8	16
Olivet	1500 00	80 80	1580 80		328 05	8	
Parker							12
Plankinton	5000 00		5000 00			7	16
Redfield							13
Salem	2500 00		2500 00		102 50	10	10
Springfield	3000 00		3000 00			8	20
Tyndall	4500 00		4500 00			7	11
Vermillion	10000 00		10000 00			7	18
Walcott			800 00				10
Wentworth	2200 00		2200 00			8	17 5
Winnifred	900 00		900 00		175 00	8	8
Independ't *1	350 00	249 88	599 88	203 32		7	25
Independ't *20	600 00		600 00			8	15
Total	$284275 00	$30266 54	$315241 54	$11207 17	$12349 43		

INDEPENDENT CITIES, TOWNS AND DISTRICTS NOT REPORTED IN THE BODY OF THE COUNTY SUPERINTENDENTS' REPORTS.

CITY, TOWN OR DISTRICT.	Cash on hand July 1st, 1887	Amt. received from city sch'l tax.	Amt. received by apportionment.	Amt. received from sale of bonds.	Amt. received from other sources.	Total receipts for year ending June 30 1888
Aberdeen	$6 65	$6536 00	$1839 87	$4857 04	$421 24	$13854 82
Bismarck	1379 86	7923 89	2842 00		1561 87	12327 76
Flandreau	54 46	3300 95	332 89		1262 75	4951 05
*Grand Forks	*475 00	20014 22	3671 40		432 25	24117 87
Grafton	853 04	6507 83	1021 41		169 70	8554 98
Huron	1705 12	9943 46	2626 03		214 50	12783 99
Jamestown	1485 68	6048 63	2234 10	26187 50	75 00	37030 91
Lisbon		5941 89	1147 10			7088 99
Mitchell	236 22	6997 10	825 97			7823 07
Pierre	2766 03	2561 97	1000 59		4 30	3566 86
Raid City	2123 26	3723 45	2009 91			7856 62
Wahpeton	3100 30	3389 98	1279 27			7769 55
Yankton	1439 88	14170 47	2131 30		332 45	18074 10
PARTIALLY	GRAD'D	SCHOOLS				
Alexandria	246 26	2062 67	611 92		42 75	2963 60
Arlington	68 98	1579 27	128 24		148 79	1925 28
Armour			58 92	2040 00	336 00	2434 92
Big Stone City	130 20	2836 71	273 78		11 57	3172 06
Bridgewater	47 83	1435 07	294 15		132 64	1909 69
Brightwood	15 00	1256 00	280 00		64 25	1615 25
Brookings	98 87	2013 98	799 43	1000 00	31 30	4624 21
Bon Homme	49		246 52			247 01
Canova		836 62	91 75			928 37
Canton	1509 46	1431 00	119 09		43 21	6432 35
Carthage		600 00	114 03		22 55	736 58
Cavour			185 32			185 32
Centreville		1379 11	171 97			1551 08
Doland						1143 15
Egan	203 48	917 13	177 98		291 75	1590 34
Faulkton		1450 00	379 21			1829 21
Frankfort					1133 63	1133 63
Gilman	315 49	185 95	80 00			582 17
Grand View	27 40	509 95	33 67			571 02
Groton		2430 28	561 88		62 48	354 64
Howard	16 69	2537 75	292 86		6 00	2836 61
Hitchcock	71 08	539 86	252 03			862 97
Iroquois		65 00	54 33		571 98	691 31
Lake Preston		1506 93	154 60		362 18	2023 50
Madison	1360 47	2179 00	639 95		40 00	4219 43
Marion		629 14	116 15			737 29
Milbank	644 61	2702 24	518 78			3870 63
Mt. Vernon	44 17	710 81	146 11			856 92
Olivet	65 44	805 11	165 29		16 75	1052 59
Parker	71 02	2188 76	305 37		1250 29	3815 44
Plankinton	559 84	2884 24	471 54		179 57	4095 19
Redfield						
Salem	102 50	1822 24	179 96			2122 70
Springfield	33 33	1553 26	182 72		45 75	1815 08
Tyndall		1379 27	285 29		4 15	1668 73
Vermillion	557 07	2789 83	998 45		12 00	4357 35
Walcott	45 00	500 00	100 00			645 00
Wentworth	293 62	1316 78	165 41			1775 19
Winnifred	3 82	723 72	146 19			883 73
Independ't *1	123 29	163 71	25 58			312 61
Independ't *20		126 57	65 05			191 62
Total	$22250 91	$145167 83	$32838 36	$34084 54	$17839 05	$252180 69

INDEPENDENT CITIES, TOWNS AND DISTRICTS NOT REPORTED IN THE BODY OF THE COUNTY SUPERINTENDENTS' REPORTS.

CITY, TOWN OR DISTRICT.	Am't paid for school houses.	Am't paid for school house sites.	Am't paid for furniture.	Am't paid for apparatus.	Am't paid for teach's' wages.	Am't paid as in'st on bonds.
Aberdeen					5485 00	2971 60
Bismarck					5730 00	400 00
Flandreau	175 36				1871 25	791 34
Grand Forks	1675 36				9626 25	2744 66
Grafton			415 75	271 89	3313 75	1317 86
Jamestown			600 00	50 00	5905 00	2360 00
Lisbon			520 29		5380 00	2917 95
Mitchell	1641 77		445 63	1139 48	2220 00	
Pierre			53 00		5148 70	
Rapid City					2340 00	
Wahpeton,					4254 90	735 00
Yankton,			28 35	11 60	2820 00	500 00
PARTIALLY	150 92	36 22	138 19		8394 50	1411 20
Alexandria,					1319 75	120 00
Arlington,			125 00		772 67	249 45
Armour,	2012 00				36 00	70 25
Big Stone City,	71 55		2 00	42 80	1095 00	396 75
Bridgewater,		312 00		711 43	246 65	
Brightwood,	905 00		150 25		480 00	80 00
Brookings,	1000 00				1975 00	160 00
Bon Homme,					210 00	
Canova,					333 00	105 45
Canton,			1421 52		2320 00	975 00
Carthage,			26 00		760 00	
Cavour,					165 40	
Centreville			60 00		1676 25	
Doland			32 60		726 25	80 72
Egan				102 89	765 00	515 00
Faulkton	900 00		400 00	150 00	963 91	
Frankfort					875 00	
Gilman					217 50	40 25
Grand View					237 55	240 00
Groton					1300 00	191 66
Howard	660 00		57 98		1449 90	120 25
Hitchcock					843 07	52 50
Iorquois						
Lake Preston			93 00	46 00	2350 00	312 50
Madison			9 50		496 80	32 15
Union					1890 00	442 50
Milbank			238 55		351 05	120 00
Mt. Vernon					1581 25	
Olivet			114 20	77 36	1863 75	350 70
Parker					2400 00	
Plankinton			102 80		750 00	250 00
Redfield					912 00	480 04
Salem			68 00		1100 00	
Springfield			90 65		1810 86	700 00
Tyndall					175 00	64 00
Vermillion				66 00	217 50	40 25
Wolcott				60 00	535 00	72 25
Wentworth					617 63	
Winnifred		60 00			725 50	109 74
Independ't *1	203 58				68 48	
Independ't *20					128 00	49 00
Total	9735 46	408 22	5267 30	2728 45	97790 06	22502 42

INDEPENDENT CITIES, TOWNS AND DISTRICTS NOT REPORTED IN THE BODY OF THE COUNTY SUPERINTENDENTS' REPORTS.

GRADED SCHOOLS.

CITY, TOWN OR DISTRICT.	Am't paid for redemption of bonds.	Am't paid for services of sch officers.	Am't paid for purposes not before mentioned.	Total paid for all purposes for the year.	Cash in the treasury at the end of the year	No. of Mills tax for the coming year.
Aberdeen		240 00	4116 53	13813 50	5324 60	10
Bismarck		1105 00	1533 10	8768 10	803 14	4
Flandreau		180 62	1855 34	4923 91	27 14	13
*Grand Forks	4100 00	137 50	4143 81	23102 04	1015 82	11
Grafton	2600 00	100 00	550 00	8070 25	15 27	
Huron	2360 00			3103 71	12018 71	7
Jamestown		200 00	37239 47	36247 71	793 20	5
Lisbon		50 00	723 06	6466 94	800 06	13
Mitchell		115 00	1021 39	6338 09	1484 98	10
Pierre		50 00	159 00	2548 00	1026 86	4
Rapid City		211 71	1560 48	6762 01	1094 61	4 5
Wahpeton	1000 00	450 00	745 13	5555 08	2114 47	7 7
Yankton	480 00	500 00	955 60	11074 53	6990 00	12
PARTIALLY	GRADED	SCHOOLS				
Alexandria		300 00	100 18	1839 93	1123 67	15
Arlington			616 59	1773 71	151 57	20
Armour			27 25	2145 75	289 17	15
Big Stone City		35 50	371	1922 71	638 69	15
Bridgewater		46 25	420 13	1536 46	223 23	13
Brightwood				1615 25		10
	418 00	500 50	193 84	4165 34	86 87	6 5
Bon Homme				210 00	37 01	7
Canova			300 00	738 00	190 37	
Canton		100 00	547 85	5758 58	717 88	19
Carthage		38 00	140 00	938 00	333 00	15
Cavour				145 50	19 92	6
Centreville		40 51	349 54	1527 00	24 08	14
Doland				1062 43	80 72	10
Egan		44 75	162 70	1560 34		11
Faulkton		115 00	751 00	2967 56	17 00	16
Frankfort		38 75	219 88	1133 63		20
Gilman		51 00		388 65	243 52	5
Grand View		20 94	52 85	551 45	19 63	15
Groton		75 58	651 20	2182 53	872 07	
Howard		86 24		2571 10	66 81	11
Hitchcock		20 00	242 78	1085 31	71 03	9
Iroquois				659 52	32 79	15
Lake Preston			544 17	1489 35	534 36	15
Madison			250 00	2915 00	1469 50	5
Marion		3 75	162 54	705 11	32 18	17
Milbank		52 83	888 67	3345 95	425 65	
Mt. Vernon		16 88	178 32	812 15	54 17	23
Olivet		58 13	87 68	814 80	137 60	11
Parker		25 00	2069 68	2775 93	39 51	15
Plankinton		60 00	637 73	3194 41	900 78	16
Redfield		25 00		3000 00		13
Salem		87 06	447 26	1637 12	435 59	19
Springfield		25 00	349 37	1776 37	38 71	20
Tyndall		40 00		1668 73		15
Vermillion		25 00	935 46	3561 96	795 39	12
Walcott		25 00	236 00	500 00	145 00	4
Wentworth			179 02	1099 32	676 49	
Winnifred		47 00	110 10	824 35	59 38	8
Independ't *1			25 84	297 89	14 72	20
Independ't *20			17 10	193 10	1 48	10
Total	10958 00	5341 50	52289 71	207820 85	45159 84	11 7

EXHIBIT NO. 4.

COUNTY SUPERINTENDENTS' GENERAL REPORTS.

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1. Department Circulars.

2. List of County Superintendents for the two years ending September 30th, 1888.

3. List of County Superintendents for the two years ending September 30th, 1890.

4. General Reports of the County Superintendents.

CIRCULAR LETTER.

DEPARTMENT OF PUBLIC INSTRUCTION,
TERRITORY OF DAKOTA.

TO COUNTY SUPERINTENDENTS:

We wish to include, in our annual report to the Governor, full written reports from the Superintendents of the different counties that will show the condition of the educational interests in their respective fields during the past year. We do not care to dictate the form of the letter, and yet it would be well to have them somewhat uniform. Following is a list of topics from which please select in the order given so far as they may be satisfactory:

1. Care and improvement of school property. 2. Duties and neglect of school officers. 3. Imperfect reports, etc. 4. Irregular or illegal action of school boards. 5. Public interest as shown by visitation of schools by patrons and school officers. 6. Non-attendance, irregular attendance of pupils. How to correct the same. 7. Gradation of teachers' wages. 8. Benefits of uniform examinations. 9. Continued employment of successful teachers. 10. Changes of teachers. 11. Ending of term with school year. 12. Supply of properly qualified teachers. 13. Need of special training. 14. Teachers' institutes, attendance upon and effects of. 15. Township associations. 16. Reading circles and libraries. 17. Teaching hygiene. 18. Independent districts with relation to the work of superintendents and interests of the county.

It is not necessary that each superintendent write upon every topic. We do ask that each topic used be made prominent and be followed immediately by all remarks bearing upon that subject. Views expressed should be based upon existing facts and conditions; they should be full yet brief, frank and concise. Give conditions which you believe have helped or delayed progress. We want facts and practical suggestions upon what you may deem important. Do not make suggestions too many or too long. Each superintendent can give a comprehensive report that will not require more than two printed pages. Do not theorize, but picture exact conditions and needs of your county.

In preparation use legal cap paper. Write on one side, only, of each sheet. Number each page and place your name at top of each page. Manuscript should not exceed four or five such pages. In order that manuscript may go into the hands of the printer without correction in this office, be very particular about composition, spelling and penmanship.

These reports should be prepared and sent to this office before the first day of October, 1888.

Mellette, D. T., Aug. 6, 1888.

EUGENE A. DYE,
Superintendent of Public Instruction.

LIST OF COUNTY SUPERINTENDENTS FOR THE TWO YEARS ENDING SEPTEMBER 30TH, 1888.

COUNTIES.	SUPERINTENDENTS.	POSTOFFICES.
Aurora,	W. P. Robeson,	Plankinton
*Barnes,	Mrs. B. S. Spurr,	Valley City
Beadle,	Cora M. Shober,	Huron
Benson,	M. F. Minehan,	Minnewaukan
Billings,	W. T. Dantz,	Medora
Bon Homme,	Francis Richmond,	Tyndall
Bottineau,	Fred. W. Cathro,	Bottineau
Brookings,	O. H. Parker,	Brookings
Brown,	C. J. C. Macleod,	Warner
Brule,	Alice J. Sanborn,	Pukwana
Buffalo,	Homer A. Dye,	Richards
Burleigh,	W. H. Winchester,	Bismarck
Butte,	Mrs. E. G. Ames,	Minnesela
Campbell,	John Kuiper,	La Grace
*Cass,	Wm. Mitchell,	Fargo
Cavalier,	H. D. Allert,	Ellerton
Charles Mix,	E. D. Wood,	Burnside
Clark,	Elfie M. Benjamin,	Clark
*Clay,	E. F. Peterson,	Vermillion
*Codington,	Frank Crane,	Watertown
Custer,	Willis C. Bower,	Hermosa
Davison,	H. L. Bras,	Mt. Vernon
Day,	Amos E. Barker,	Webster
*Deuel,	A. A. Merrill,	Gary
Dickey,	C. A. Kent,	Ellendale
Douglas,	L. H. Parks,	Grand View
Eddy,	S. N. Putman,	Tiffany
Edmunds,	John J. Skahen,	Ipswich
Emmons,	J. H. Worst,	Williamsport
Fall River,	W. C. Thompson,	Hot Springs
Faulk,	A. A. McCoy,	Faulkton
Foster,	Wm. Farquer,	Carrington
*Grand Forks,	M. A. Shirley	Grand Forks
Grant,	C. S. Amsden,	Milbank
Griggs,	Theo. F. Kerr,	Cooperstown
Hamlin,	Thomas Ward,	Castlewood
Hand,	E. H. Wood,	Miller
Hanson,	James H. Petrie	Alexandria
Hughes,	Crosby G. Davis,	Blunt
*Hutchinson,	S. M. Daboll,	Olivet
Hyde,	T. E. Price,	Highmore
Jerauld,	I. S. Binford,	Fauston
Kidder,	C. M. Fulton,	Dawson

COUNTIES.	SUPERINTENDENTS.	POSTOFFICES.
Kingsbury,	Eloise H. Stead,	Arlington
Lake,	E. H. Evenson,	Madison
La Moure,	J. M. Devine,	La Moure
*Lawrence,	W. W. Giddings,	Deadwood
*Lincoln,	C. B. Isham,	Canton
Logan,	John Orner,	Napoleon
Mercer,	Z. L. Jones,	Hazen
McCook,	M. A. Lange,	Canistota
Marshall,	William Cook,	Britton
McHenry,	Hans J. Kopperdahl,	Towner
McIntosh,	John Ogden.	Hoskins
McLean,	L. M. Wallin,	Washburn
McPherson,	C. J. Collier,	Leola
Miner,	A. W. McClarren,	Howard
*Minnehaha,	H. J. Whipple,	Sioux Falls
*Moody,	W. W. Spears,	Flandreau
Morton,	E. J. Steele,	Mandan
Nelson,	Jeff M. Meyers,	Lakota
Oliver,	Mrs. Susan E. Penny,	Sanger
*Pembina,	C. E. Jackson,	Pembina
Pennington,	James C. Mears,	Rapid City
Potter,	M. Hellen Williams,	Gettysburg
Ramsey,	John F. Cowan,	Devil's Lake
Ransom.	W. F. Grange,	Lisbon
Richland,	W. F. House,	Wahpeton
Roberts,	E. S. Ireland,	Wilmot
Rolette,	John Brown,	St. John
Sanborn,	R. A. Moses,	Woonsocket
Sargent,	Sam'l A. Danford,	Forman
Spink,	R Matheny,	Redfield
Stark,	Thomas Evans,	Dickinson
Steele,	G. W. Winchell,	Sherbrooke
Stutsman,	P. H. Foley,	Jamestown
Sully,	L. D. Carr,	Brayton
Towner,	R. D. Cowan,	Cando
Traill,	W. A. Kelly,	Caledonia
Turner,	Cortez Salmon,	Centerville
*Union,	W. H. H. Fate,	Elk Point
*Walsh,	R. M. Evans,	Minto
Walworth,	G. J. Schellenger,	Bangor
Wells,	Marshall Brinton,	Sykeston
Ward,	B. L. Griffith,	Minot
*Yankton,	N. M. Hills,	Yankton

* Counties operated under the district system, and terms expiring December 31st, 1888.

LIST OF COUNTY SUPERINTENDENTS FOR THE TWO YEARS ENDING SEPTEMBER 30TH, 1890.

COUNTIES.	SUPERINTENDENTS.	POSTOFFICES.
Aurora,	W. P. Robeson,	Plankinton
Barnes,	Mrs. B. S. Spurr,	Valley City
Beadle,	Cora M. Shober,	Huron
Benson,	M. F. Minehan,	Minnewaukan
Billings,	W. T. Dantz,	Medora
Bon Homme,	W E. Moore,	Tyndall
Bottineau,	Fred. W. Cathro,	Bottineau
Brookings,	Charles Robinson,	Volga
Brown,	C. J. C. Macleod,	Warner
Brule,	H. N. Hamilton,	Pukwana
Buffalo,	Homer A. Dye,	Richards
Burleigh,	W. H. Winchester,	Bismarck
Butte,	Mrs. E. G. Ames,	Minnesela
Campbell,	Ira C. Hatch,	Mound City
Cass,	Wm. Mitchell,	Fargo
Cavalier,	E. J. Fox.	Langdon
Charles Mix,	E. D. Wood,	Burnside
Clark,	Wm. A. Carley,	Clark
Clay,	E. F. Peterson,	Vermillion
Codington,	Frank Crane,	Watertown
Custer,	P. F. McMahon,	Hermosa
Davison,	H. L. Bras,	Mitchell
Day,	Amos E. Barker,	Webster
Deuel,	O. C. Dokken,	Toronto
Dickey,	C. A. Kent,	Ellendale
Douglas,	L. H. Parks,	Grand View
Eddy,	S. N. Putman,	Tiffany
Edmunds,	John J. Skahen,	Ipswich
Emmons,	J. H. Worst,	Williamsport
Fall River,	W. C. Thompson,	Hot Springs
Faulk,	A. A. McCoy,	Faulkton
Foster,	Mrs. Laura Eisenhuth,	Carrington
Grand Forks,	M. A. Shirley	Grand Forks
Grant,	G. W. Prevey	Milbank
Griggs,	Theo. F. Kerr,	Cooperstown
Hamlin,	Thomas Ward,	Bryant
Hand,	E. H. Wood,	Miller
Hanson,	James H. Petrie	Alexandria
Hughes,	Crosby G. Davis,	Blunt
Hutchinson,	Frank W. Graves,	Menno
Hyde,	T. E. Price,	Highmore
Jerauld,	I. S. Binford,	Fauston
Kidder,	Manie Portner,	Steele

COUNTIES.	SUPERINTENDENTS.	POSTOFFICES.
Kingsbury,	R. S. Gleason,	DeSmet
Lake,	E. H. Evenson,	Madison
La Moure,	J. M. Devine,	La Moure
Lawrence,	Jud J. Neill,	Deadwood
Lincoln,	C. B. Isham,	Canton
Logan,	Jennie Foster,	Napoleon
Mercer,	Alice V. Cook,	Stanton
McCook,	M. A. Lange,	Canistota
Marshall,	William Cook,	Britton
McHenry,	Hans J. Kopperdahl,	Towner
McIntosh,	Alva I. Wills,	Ashley
McLean,	Carl O. Aubol,	Washburn
McPherson,	C. J. Collier,	Leola
Miner,	A. W. McClarren,	Howard
Minnehaha,	H. J. Whipple,	Sioux Falls
Moody,	W. W. Spears,	Flandreau
Morton,	E. J. Steele,	Mandan
Nelson,	Mark L. Williams,	Lakota
Oliver,	Mrs. Susan B. Gordon,	Sanger
Pembina,	C. E. Jackson,	Pembina
Pennington,	James C. Mears,	Rapid City
Potter,	M. Hellen Williams,	Gettysburg
Ramsey,	John F. Cowan,	Devil's Lake
Ransom.	W. F. Grange,	Lisbon
Richland,	W. M. House,	Wahpeton
Roberts,	E. S. Ireland,	Wilmot
Rolette,	John Brown,	St. John
Sanborn,	Ida M. Edmon,	Letcher
Sargent,	Sam'l A. Danford,	Forman
Spink,	Read Matheny,	Redfield
Stark,	Alice Ellison,	Richardton
Steele,	S J. Axdahl,	Sherbrooke
Stutsman,	T. S. Woodsworth,	Jamestown
Sully,	James M. Porter,	Clifton
Towner,	R. D. Cowan,	Sidney
Traill,	Joseph Kennedy,	Hillsboro
Turner,	Cortez Salmon,	Centerville
Union,	Andrew Ring,	Elk Point
Walsh,	R. M. Evans,	Minto
Walworth,	G. J. Schellenger,	Bangor
Wells,	Kate Needham,	Sykeston
Ward,	S. E. Weber,	Burlington
Yankton,	N. M. Hills,	Yankton

BARNES COUNTY.

BELLE SAMPSON SPURR, Superintendent.

I take pleasure in forwarding to your honorable body a copy of my annual report.

During the year this county has experienced considerable increase in attention given to educational matters and a relieving decrease in school debt.

I thus link these two because the superabundance of the latter in this county together with litigation on the same have almost annihilated the interest that should be observed in some of our school districts. Yet notwithstanding this burden our school officers and teachers have worked hard and accomplished permanent good.

Our institute this spring proved wonderfully refreshing and gave rise to much zeal and hope which has borne fruit in the daily work of our teachers.

Conductor Mitchell did excellent work, and the lecture by the Hon. H. Sprague delighted all who had the privilege of being present; in all our institute was a grand success.

The approach of the time for the convening of our legislature reminds that some attention might be given by that body to remedying some of the existing evils of our district system.

In some of our school districts the patrons insist on their children inheriting a variety of books formerly used by the elders, irrespective of their suitability to the requirements of the pupil, hence the work of the teacher is often counteracted or annulled by the parents either ignoring the demands of the case or pleading inability to supply them.

This use of different and unsuitable text-books might be remedied by the adoption of uniform text-books and their being supplied either by the territory or the school boards of the various districts.

Again, in many of our districts there are those who are deprived of school privileges on account of their being more than three or four miles from the school house, this being further than the law compels them to go.

And yet that law renders it impossible for the ones thus unfortunate to remedy the evil because of their inability to obtain a majority of proper signatures to a petition praying for a new district or better school facilities.

I think this evil might either be removed or remedied by the amending of clause ten, page twelve of the act governing the school district system, and substituting a power similar to that found on page 394, clause 1767 of the compiled laws of 1887, where it makes it obligatory to supply such needs, and not optional according to the personal feeling of the board or other interested parties.

These matters need and should have the prompt attention of those in

authority and I leave them to the care of the riper experience and broader knowledge of your honorable board.

There are other matters worthy of note, but these I leave to other writers with the hope that at no distant date a new school law will requite our patience and remedy some existing evil though it may give birth to worse.

BEADLE COUNTY.

CORA M. SHOBER, Superintendent.

The schools of Beadle county are in a more flourishing condition than ever before, and this fact is largely due to the course of study and classification register which were placed in the county a year and a half ago. More interest has been shown by the patrons, and much more enthusiasm by the pupils. Last June nineteen pupils of the various district schools passed the required examination in the eight common branches, as given by the county superintendent, and received common school diplomas, while thirty-six others completed from one to three branches, and will finish the remainder of the course in June of '89.

Much credit is due the school boards for their liberality in providing plenty of apparatus, and that of the best kind. Nearly every school room contains a dictionary, maps, globe, reading chart, and many have physiological charts, in fact everything that is needed for good thorough work.

The wages vary slightly throughout the county, the usual rates being $25, $30 and $35 per month with a tendency on the part of some of the boards to an increase. The need of special normal training is quite apparent, though many teachers are doing good work as a result of attendance at our normal institutes, and still better opportunities will be presented for special training if the proposed normal class is put in the Huron High School. Lack of better preparation by some of the teachers is all that prevents the schools of the territory from being the best in the land, and this hindrance is being slowly but surely overcome, and as it is overcome the wages must and will be increased.

BENSON COUNTY,

M. F. MINEHAN, Superintendent.

GRADATION OF TEACHERS' WAGES.

The gradation of teachers' wages does not work the best results in this county. In some cases it puts a premium on ignorance. In two cases I had school officers apply to me for third grade teachers because they were cheaper. They even said they would not hire first nor second grade teachers, because they had "graded the wages too high."

TEACHERS' INSTITUTE.

We had in this county last April a two week's Normal Institute. It was well attended, considering the number of teachers in the county. It

was conducted by C. J. Pickert. I am delighted with the result. It seems to me I could recognize a teacher who had attended by his after work, alone. A marked effect of the teacher's attendance at the institute is more independence and confidence in his work. There was much dissatisfaction throughout the county on account of closing school two weeks, but I think the time is made up with a balance in favor of the schools that closed.

READING CIRCLE.

I am sorry to say that the Reading Circle has been sadly neglected in the county. We have been waiting with the expectation that a general reading circle would be established in North Dakota, but it never has to my knowledge. In regard to the South Dakota Reading Circle, we have felt that we were outsiders. I think the liberal suggestion of H. E. Kratz, Sec. of the South Dakota Reading Circle, made in the September number of The Dakota Educator, if followed out will prove a good remedy. I for one, am going to take advantage of it and I feel safe in saying that all of the teachers in this county will.

BOTTINEAU COUNTY.

F. W. CATHRO, Superintendent.

Bottineau county has a population of about 3,000 and according to the last school enumeration 510 children of school age. There are thirty-two congressional townships in the county, fourteen of which are organized into nine school townships. These nine school townships contain seven school houses; six of them being built within the past year. In addition to these six private houses have been used during the year. The school houses are new, and consequently in a good state of repair. Five of them are worth from $400 to $600 each, and one is worth $1,500. They are furnished with patent folding seats and desks. Seven schools are provided with Webster's Unabridged Dictionary, one has a Yaggy's Anatomical Study and a good school globe. There is but one school provided with plenty of black-board.

Treasurers have not been careful in every instance to pay warrants in order of registration, nor from the proper fund. This irregularity has depreciated the value of warrants on the market. The Tuition Fund and Miscellaneous Fund have not been kept separate and apart. The school boards have neglected to designate the rate of taxation for Tuition Fund, and have placed the whole township levy in the Miscellaneous fund. The result is that teachers have been kept out of money rightfully belonging to them while other bills have been paid before their proper order. The Notice of Tax Levy prescribed by the Territorial Board should read:—Sir: You are hereby notified that the School Board of.....School Township has levied a tax of .....mills for Tuition Fund,.....mills for Miscellaneous Fund, and.....mills for building fund. Making a total of

.....mills upon the dollar, etc., etc.; and school warrants should state on specially prepared forms the particular fund upon which each warrant is drawn.

The teachers' reports have been incorrect in giving the number of days absent for each pupil. Without an exception pupils have been marked absent on all days that they did not attend school, even for time that they were not members of the school, and should not have been enrolled as such. The rule seems to be "total days *school was taught* less *days present* equals *days absent*," instead of "total days pupil was a member of school less days present equal days absent." Teachers do not seem to understand that a pupil cannot be marked as an absentee until he has been enrolled as a pupil, nor can he be marked absent after his connection with the school has been severed.

Teachers' wages have been fixed by the school boards generally at $30, $40 and $50 respectively for third, second and first grade certificates, but the gradation has not been observed when the time came for engaging teachers, and school boards and teachers tried invariably to make the best bargain possible, irrespective of any previous action by the board. When the county is settled up and there are four, five or six schools in a township, the necessity for a regular gradation of wages will be more apparent to school boards than it is at present.

In new counties where teachers are scarce it is a source of inconvenience and loss to many schools to be obliged to wait two months to secure a teacher. For example, if there are not enough of successful candidates at the April examination to fill the vacancies in summer schools, those schools that have not been fortunate enough to secure a teacher must stand idle for a time before a certificate can be granted to any one else to teach that school. I have been called upon repeatedly during the past year to grant permits to teach till the next regular examination. In each case those persons requesting permits have been well qualified to teach, and without an exception were able to take a second grade certificate at the regular examination. So that it is evident that in new counties special examinations should be provided for.

Teachers that have been successful in their work have generally been re-engaged. The disposition to change on the part of school boards is slight; but during the long time intervening between school terms a teacher must seek occupation elsewhere, and often so as to preclude their returning to their former school.

In order to obtain correct reports from the clerks, it has been found necessary to divide the summer terms into two parts, the first part ending June 30th. The school work goes on without a break, but the teacher must make out two reports, one for each part of the term. By this method we do not obtain statistics of the term's work and so cannot as readily compare the work of one term with that of another.

Every person that held a teacher's certificate in this county during the past year, has been engaged in teaching, and still there has been a de-

mand for more teachers. There is material for good teachers amongst us, if we were only able to develop it properly by making use of teachers' institutes and associations.

Reading circles were found to be a great help in giving the teachers a little knowledge of the principles underlying their work. The result of the teachers' institute has surpassed our highest expectations. The teachers uniformly put into practice methods suggested at the institute, and began to exercise more ingenuity in their work.

The frost that struck this northern country in July last, so destroyed the wheat in the larger part of the county that taxes can not be paid. It was the first crop grown by many of the new settlers, who depended upon it to meet expenses incurred in settling here, and they have been left in destitute circumstances. Consequently the majority of our townships, in fact all of them, will be too far behind in their finances to support schools this year. I have been asked frequently what can be done that we may have schools in the country districts next summer. I would strongly urge the legislature to enact a law to enable township boards to issue bonds for 5 or 7 years for a sufficient amount to tide them over this disaster.

BROWN COUNTY,

C. J. C. MACLEOD, Superintendent.

It affords me much pleasure to be able to report to you a marked improvement in the schools of this county during the past year. Besides a very satisfactory increase in the number of buildings, the value of school property has been augmented by upwards of three thousand dollars. Our school buildings are painted and comfortably furnished, while but a few are unprovided with all necessary apparatus.

We have, however, suffered much inconvenience through the contradicting and incomplete character of the present school law. The township system under the law of 1883 was bad enough, but the amendments of 1886 made confusion worse confounded. I have consulted freely with the officers and patrons of our schools and am satisfied that this county is strongly in favor of adopting the district system now in force in certain counties in this territory. The sentiment is opposed to one district interfering with, or having control over others. Many of our townships are divided into eight or ten sub-districts, which gives them school boards of eight or ten persons, exclusive of clerk or treasurer, which makes it well nigh impossible to secure a quorum at any meeting, the more so that directors are forced to serve without compensation. The system is productive of jealousy and extravagance. Schools which should have first or second grade teachers are frequently taught by teachers holding but third grade certificates because the school boards will not pay more in one subdistrict than in another. When villages exist in townships there is always trouble and ill feeling.

If the law was such that clerks and treasurers could not be paid for their services until the county superintendent had certified that their re-

ports had been received and found satisfactory, many vexatious delays and inconveniences would probably be obviated. I know of no other or better way to secure prompt and satisfactory reports from these officers.

Teachers' institutes have been fairly well attended, but the county superintendent has been handicapped by an unwise law that places the control of these meetings in the hands of parties who are remote from the field of labor and cannot, therefore, possibly understand or appreciate local needs and preferences. Until such time as the control of institutes is restored to county superintendents there will continue to be confusion and dissension. No one will dispute the inexpediency of removing teachers where work has been satisfactory, neither will anyone contend that county superintendents should be prevented from re-engaging successful institute conductors. County superintendents are responsible to their constituents and it is reasonable to suppose that they will use their best endeavors to advance the educational interests of their counties. They alone are held responsible for the fai lure of institutes and, consequently, should be permitted to exercise their own discretion to the fullest extent.

I trust that these few suggestions will be received in the same spirit in which they are made, an earnest desire to improve our educational system.

CAVALIER COUNTY,

H. D. ALLERT, Superintendent.

In tendering you my last annual report as Superintendent of the schools of Cavalier County, I beg leave to make the following suggestion:

Only competent men should be appointed clerks of school boards and in the case of the appointment of incompetents, they should be removed forthwith and good men appointed to their places. In some cases in the county I have found clerks who were decidedly incompetent to act as such; their reports to the county superintendent are productions of ignorance unworthy of a school boy at the age of ten, their records, if kept at all, slovenly and unbusiness-like affairs. I was obliged to visit nearly every township in order to secure correct reports and then failed in a few cases, owing to the fact that the records were in disorder and the officer ignorant of the facts or business of the township.

Our institute last April proved a grand success. It being our first, I was naturally anxious as to the outcome, but I assure you that all anxiety was removed when I found how promptly our teachers and citizens were responding to my call for co-operation. Every one took a marked interest in the proceedings. The conductor, C. J. Pickert, was thoroughly appreciated by all. The Honorable Board of Education merits much praise for its endeavors and success in arranging the institute work of the county.

In my estimation, the pay allowed directors by the new law is a direct insult to the people of the territory. One dollar per year is too little.

Why offer them anything if not sufficient to pay them for their labors?

The county superintendent is not sufficiently paid for his services, unless, perhaps, in counties where all his time is occupied with his official duties. A thorough educator must devote all of his time to education in order to succeed, and in order to devote his whole time he must be amply paid. I refused to be a candidate for re-election for the reason above named. When my term expires and I vacate the position I have held for four years, I shall be glad to know that the educational affairs of this county are in good hands. My successor, Prof. E. J. Fox, is a gentleman of sterling worth.

My work in the future will differ from that of the past four years, but I shall ever think with pleasure of my work as County Superintendent of Cavalier County.

I wish you a prosperous continuance in your work.

CHARLES MIX COUNTY.

E. D. Wood, Superintendent.

In forwarding you this special communication regarding the educational interests in this county, I am able to report substantial progress, and a constant and gradually increasing public sentiment in favor of good teachers and good schools. Our schools have neither increased nor diminished in number during the past year, but the quality of instruction has been perceptibly improved. Our institutes have been fairly attended and have been highly beneficial. A large number of educational journals are taken and read, giving us live wide-awake teachers whose influence is felt in the schools and homes. Our teachers are imbued with the spirit that, "it is better for their pupils to drink from a living fountain than a stagnant pool."

A teachers' association was organized two years ago, and includes most of the teachers in actual employment. A teachers' library of thirty volumes is its chief adjunct.

There are forty-five well built school houses in the county, furnished with good seats and some apparatus. But little has been done in the way of improvement of school property; not even to the planting of trees.

School officers are usually in attendance upon regular meetings of the boards, and are quite prompt in the discharge of their duties during the winter months, but during the balance of the year other matters absorb their attention.

Treasurers' reports for the past year were without exception correct, but the reports of clerks were slow in coming in, and were very imperfect. School boards are, in my opinion, not sufficiently careful in the selection of clerks, nor in the examination of the records and reports of their officers. But little illegal or irregular action has occurred, as coming direct from school boards, but in several instances the clerk and chairman have usurped authority, which has been subsequently sanctioned by the board

to save the former from personal liability; in one instance to the material disadvantage of the township. About fifty per cent of the school directors have visited their schools and twenty-five per cent of the patrons.

Non-attendance of pupils has slightly diminished, and there has been a corresponding increase in the average (excepting the month of January). I believe the best way to fill our schools is by vigorous, persistent effort on the part of all school officers and friends of education, in moulding public sentiment, and through live, energetic teachers, who will make school pleasant and then "go out into the highways and hedges and gather them in."

The gradation of teachers' wages is strictly observed, and is a commendable feature of the school law. Its practical effect is to stimulate teachers to higher attainments.

Monthly examinations and reviews are required and are fairly observed. Each pupil's scholarship is made a matter of record. One teacher has been employed in the same school for four years, a few others for two or three terms. While encouraging the continued employment of successful teachers in the same school, as far as possible, I am cognizant of the fact that in country schools changing of teachers is inevitable, and my most vigorous efforts have been to secure a connection between terms by means of a system of records, that are to pass from teacher to teacher, enabling the incoming teacher to start with a perfect organization, and carry the work forward systematically. My theory in this respect is the result of observation, coupled with a number of years experience in the school room as a teacher. Its practical application and observance will, I believe, double the efficiency and progress of the schools in the county.

The supply of teachers is a little below the demand; being regulated by the rigidity of examinations.

A plan has been adopted of securing teachers from the schools of the county, fitting them in institutes and associations, and encouraging their attendance upon higher schools for special preparation. Teachers' institutes have been ignored by a few, invariably by those who most need to attend. Moral suasion has become futile with such, and in future a strict observance of the law will be required. Reading circles have practically received no encouragement, but brighter prospects are near.

The teaching of Physiology and Hygiene is receiving marked attention and teachers are making special effort to prepare themselves in that branch.

The financial condition of the county is a decided improvement over that of previous years.

Six townships are practically out of debt, (except the bonded indebtedness) and teachers' wages are gradually increasing. The prospects for the ensuing year are highly encouraging.

CLARK COUNTY.

ELFIE BENJAMIN, Superintendent.

The school law of '87 contains some excellent requirements, which, were provisions made for their enforcement, would prove quite helpful. Penalties for non-observance of regulations are quite as essential in higher educational fields as in the school room.

It would seem that no better plan could be devised for securing accurate reports from school treasurers than the one in the school law of '87 requiring each township board to post or publish an itemized statement of the receipts and the expenditures of the preceding year. I surmise, however, that comparatively few of the school boards of the territory have complied with the requirement.

Clark County, at least, is delinquent. Figures have a marvelous faculty for awakening the interest of at least the tax payers, and it is no more than just that they be furnished the residents in the manner required. The board requires such a statement from each clerk in his annual report, and this officer might be authorized to withhold the order for the salary of the chairman until the latter had posted or published the required statement. Of course with the present salary of one dollar per annum that each director now receives there would be no pecuniary inducement for the chairman to comply with this requirement. I think, however, that most superintendents will agree with me that members of school boards should receive a reasonable compensation for their services, and that the term of office of all school township officers should be longer than one year. One's first report is generally not so complete as those following. All reports—teachers included—should be made with reference to the close of the school year to secure accuracy of summaries.

Each clerk should give the amount paid and due teachers for services rendered during the school year. In no other way can the figures for the average pay of teachers be readily obtained. The amount actually paid teachers during the year might include many orders issued during previous years yet not paid for want of funds.

Each school officer and teacher would doubtless comply more fully with the requirement if furnished with a copy of the school law. There was not a sufficient supply for distribution in Clark County last year. Everything pertaining to school matters should be embodied in the school law.

There were several important sections that were omitted last year. One of these was a requirement of teachers to send to the county clerk a notice of the fact and date of each visitation of the county superintendent, without which no superintendent could draw his pay from the county for such services. This is an excellent provision and easily carried into effect. To insure promptness, I have delivered a blank to each teacher on visitation which was generally filled out before I left the school room. There is an advantage of having the same set of questions used through-

out the territory for a given examination, and these questions should be used for that date alone, yet, in order to make this plan of uniformity a success in Dakota, examination should be held as often as semi-monthly and on Saturday instead of Tuesday.

The fixing of teachers' wages according to the grade of certificate held is an excellent regulation, acting upon teachers like a tonic. It would be well, however, to give maximum and minimum figures for each grade. A third grade teacher may almost reach second grade figures, and a second grade teacher barely reach the figures required for that grade.

I do not doubt the attendance of pupils has been better in most of the counties of Dakota than the superintendents' reports indicate. As the teachers' blanks used during the greater part of the year contained no space for number of days absence, the only way for a superintendent to compute the per cent. of attendance was to consider the difference between the actual and possible attendance, the total number of days' absence.

The wisdom of holding teachers' institutes semi-annually in each county is proven conclusively by the evidence of teachers themselves, the most active and progressive of whom looked forward to the sessions, anticipating from them profit as well as pleasure. I think that it is well that the attendance is made compulsory, yet I wish that teachers could receive full pay for attending, when the institute occurs during term time.

In regard to the payment of teachers' wages, it seems to me that the amount designated in each contract should be paid in each at the end of each month. It is not just that teachers should be required to take seventy, eighty or ninety cents on the dollar, or wait until the money is in the treasury. Orders should be issued for sums sufficient to cover discount, in case discounting is necessary. From present indications, however, all of the school townships of Clark County will soon be out of debt when, of course, all orders will draw their face.

There has been a marked increase of interest in school matters among school officers, teachers and patrons, during the past year. This interest has manifested itself in various ways, one of which was a notable increase in the supply of school apparatus. Even good teachers cannot meet with the best success without a supply of good "tools."

May the educational interests of Clark County, and of all Dakota, advance even more rapidly than heretofore!

CLAY COUNTY.

E. F. PETERSON, Superintendent.

The schools of Clay County are in good working order, and with the employment of our most successful teachers, we hope to keep them so. No educational revolution has taken place during the past year, but steady commendable progress has been made. Long strides have been taken to-

ward more systemat.c, and more thorough work. That the interest of the patrons of the schools has been elicited is shown by the excellent financial condition of the districts, the fair salaries paid teachers, and the gradual substitution of handsome specimens of school architecture for old or inconvenient school houses. The graduating system has been introduced, and the grading of the schools undertaken with considerable success under the Clay County course of study. With the co-operation of the Territorial Board and with the assistance of our new territorial course of study, this work will become more definite and more certain. I would suggest, however, that the school law make it obligatory upon teachers to comply with such course of study so far as the condition of the schools will permit.

With reference to school legislation I beg leave to offer the following suggestions:

REVISION OF THE SCHOOL LAW.

A thorough revision of the school law governing district counties is absolutely necessary. Our law as it now stands embraces parts of the laws of 1877, 1879; 1881, 1883, 1885 and 1887; and these are repealed, re-enacted and intermingled, and complicated with the township system, in such a manner that it requires the acutest legal talent to determine what governs and what does not. The administration of the law by school officers under such conditions is more than can be reasonably expected. A brief, concise law, (not theories and admonitions, of fifty or sixty pages) can be made to cover the entire ground; and this should be so plain that none can mistake. The law governing district counties should be separate and distinct from that governing township counties.

REPORTS.

The reports required of district school officers should be brief and simple. All averages and percentages should be excluded from such reports. These can be furnished by the superintendent in less time than it takes to have school clerks' reports corrected. All school reports, treasurers' bonds, oaths of office, etc., should be filed with the county superintendent.

NON-ATTENDANCE.

The attendance of all persons between the ages of ten and sixteen for not less than sixty days in each year should be compulsory, except in case of sickness or unsound mind; or in case of regular instruction upon the same subjects in the English language for the same length of time by some competent person. A part of the apportionment may also with profit be made to depend upon the aggregate attendance for the year.

TEACHERS' EXAMINATIONS AND CERTIFICATES.

The uniformity of our teachers' examinations is excellent. I do not think it just, however, that a competent teacher regularly employed in his profession, should be required to undergo the ordeal of an examination every year or two. I would suggest that superintendents be author-

ized, in such cases, to renew first and second grade certificates, issued by himself or his predecessor, when he is satisfied of the competency of such teacher. The Superintendent should be authorized, also, to validate first and second grade certificates for his county issued elsewhere in the territory upon evidence that such certificates have been issued upon regular examinations.

TREASURERS' ACCOUNTS.

The county treasurer should be required to balance his account with each district on the first day of July of each year, and to send a statement of such account for the past year to each district clerk on or before the seventh day of July.

COUNTY SUPERINTENDENT.

In all counties having a population of six thousand, or more, the county superintendent should be required to give his entire attention to the business of his office. Where the superintendent's salary is sufficient to support him, I am convinced that the best results can be obtained only by his undivided time and attention.

DAVISON COUNTY.

H. L. BRAS, Superintendent.

Since coming into office I have taken especial pains to acquaint myself as to the condition and needed improvements of school property. I have very little cause for complaint. School officers in some instances have been tardy but have invariably made such improvements recommended. It is my desire to make special effort to observe Arbor Day for the coming year. Trees are not only an ornament to the property but a great protection during the severe winter months. The continued neglect of some school officers has been a constant aggravation. I have with great care completed a Treasurers' Record for the township treasurer and yet, complete and simple as it is, it requires constant attention to see that the law is observed. The failure of the school board to specify the number of mills in each fund has in a measure interfered. But take all things in consideration, the constant changing of school officers and the limited salary of teachers, the schools are in far better condition than a year ago.

There was a great improvement in the reports of school officers over last year, due, I think, to the attention I gave in instructing them. I have found it true in almost every instance that if the school officers or teachers, were convinced that the superintendent desired and insisted on a certain class of work being done, it was done.

I find that as yet very little interest is shown by either parents or school officers in visiting schools. It is owing, I doubt not, to business interests at home; for I find that the patrons insist on at least 6 month terms in almost every school, which certainly shows that they have a substantial interest.

The gradation of teachers' wages I think has proven a success in this county although there was at first trouble in understanding that it was the case. I think it stimulates the teacher to a desire for a higher grade certificate and it also gives proper credit to those who have held high grade certificates.

I feel especially gratified at the interest that the teachers manifest in our semi-annual institutes. The Territorial Board of Education is certainly doing fine work in this direction, and while I feel that much of the success of institutes depends on the county superintendent of schools, yet the system adopted by the Board of Education gives a stability to the work that adds largely to its success.

The teachers' reading circle is an assured success in Davison county. Last year twenty-nine of our teachers read the course and have subscribed their names for another year. This year we have already thirty-five members.

We are not going to make any special effort this year to form them into circles but depend almost entirely on individual reading. The teachers are alive to the importance of the Reading Course.

DAY COUNTY.

A. E. Barker, Superintendent.

Replying to your circular letter of August 6th, I will say, that, in this county, the school property has been well cared for and in several instances shade trees have been planted and fences and other improvements of like nature have been added. I have had much difficulty in getting correct reports from school officers. In a few cases, members of school boards have resigned and the remaining persons would appoint persons to fill the vacancy thus caused and continue the work until I have accidentally discovered the mistake.

I must say that I have met with more difficulty than I ought in creating a public interest and in getting officers and patrons to visit the schools and see for themselves the kind of work being done, and by showing their interest in the schools to encourage faithful work and more regular attendance of the pupils. During the spring term the attendance is much better than during any other season of the year. The attendance in the fall is very poor—the reason given by parties, is "our children must stay at home to work." The only way I have found to avoid the difficulty, is to have the schools begin late enough so that the fall work has been mostly done up.

I have experienced some trouble in keeping our best teachers on account of low wages. I am of the opinion that a good teacher should be paid such wages as will induce her to remain. I find that a successful teacher in any school is hard to replace. We have never had a full supply of properly qualified teachers; we have more schools than teachers, hence it is with difficulty that our schools can be kept running with desirable

teachers, and I do not believe we shall have enough until we can pay them better wages.

Our teachers' institutes have been of much value to our teachers and the benefits they have derived from them have been quite satisfactory, but too many of the teachers are non-residents of the county and we see the effect of the institute work only on one or two terms during their stay.

Hygiene has been taught in most of the schools and I am well pleased with the manner in which this subject has been handled. If we expect moral and temperate men and women, we must train the children from their first school days to know the effects of alcoholic stimulants and narcotics on the human system.

EDMUNDS COUNTY.

JOHN J. SKAHEN, Superintendent.

With but few exceptions the 57 school houses now erected in this county are good, substantial buildings, affording ample room, sufficient light and favorable means of ventilation. Patent desks, good blackboards, a copious supply of apparatus and a Webster's Dictionary are to be found in nearly every school house.

The school property has been well cared for and preserved by pupils, teachers and officers. So far, nothing has been done toward improving or beautifying school grounds.

OFFICERS.

In the discharge of their duties, officers, as a rule, have been prompt, attentive and faithful; yet in some instances the reports of the clerks and treasurers have been found incomplete and imperfect.

SCHOOL BOARDS.

School Boards in this county have exercised reasonable discretion, practiced economy, adhered to the law and labored for the best interests of the schools.

PUBLIC INTEREST.

Patrons and officers all through the county have a lively interest and ardent zeal in the progress of education. That the boys and girls shall have an education is one of their uppermost thoughts. Their visitations to the schools ought to be more frequent however.

ATTENDANCE OF PUPILS.

Urgent and pressing need of the pupils' help in domestic concerns has caused much of the irregular attendance in our schools, especially during the fall terms. When our families can afford to hire more help on the farm, we will then have more regular attendance in our schools. Some instances of non-attendance of children of school age have occurred. The compulsory law in this matter has not been enforced.

TEACHERS.

The system of grading teachers' wages in accordance with the different grades of certificates has been followed with success. Increased salary for superior qualifications, has been an incentive to improvement. Many of the best teachers are yearly leaving the profession to engage in more remunerative employment, thus leaving the supply of properly qualified teachers limited. So far as possible, successful teachers have been continued in the same places. A change of teachers with each term has not been productive of best results. Teachers need more thorough preparation and larger term of service.

EXAMINATIONS.

The present plan of examinations is preferable to that which placed the work in the hands of local authority. The questions are fair, practical and comprehensive. Private examinations being abolished, the superintendent is relieved of many embarrassments.

INSTITUTES.

The teachers' institutes have been potent influences for the improvement of the teachers. The benefits of the institute work could plainly be marked in the school rooms, not only in one particular but in all the details of the teacher's work as observed by the superintendent in his official visit to the schools. Most of our teachers attend the institutes. Excuses, sometimes, are expected to take the place of individuals. We have held two highly successful institutes the past year.

TEXT BOOKS.

With the exception of four townships, there is a uniform series of text books used throughout the county. This adds materially to the convenience of children and parents moving from one part of the county to another.

HYGIENE.

The teaching of hygiene in the schools of the county has become an every day exercise. Nothing but good results can emanate from the teaching of this subject.

CONCLUSION.

Our finances are on a firm basis; our people are industrious, progressive and public spirited. Notwithstanding the many obstacles that impeded our progress, rapid strides have been made in the educational field in the brief history of Edmunds county organized in 1883.

Our schools shall be maintained, our homes will be made happy by the refinement of education. Of the resplendent territory of Dakota, Edmunds county shall form no ordinary part.

FAULK COUNTY.

A. A. McCoy, Superintendent.

In portraying the condition of the schools of Faulk county during the school year ending June 30th, 1888, we have no standard of comparison that will show that the work done in the schools was much different from the preceding school year, as my acquaintance with the school work of the county was then much more limited than now; but a most decided advancement is manifest in work and method of instruction during the latter part of the school year over that of the former part of the year. And I know of no other source to which to attribute this advancement if not to that of the excellent institutes we have had in the county during the past year and more. These institutes (three in number) have been ably conducted. The teachers attended without a murmur, and willingly took in the methods presented. And it requires only a small amount of observation on the part of the superintendent on his round of visits to the schools to see that these same methods have been successfully adopted in many of the schools. We speak of this fact with a great deal of pride, and know that our institutes have been a most important factor in the advancement that is so apparent. Another factor, nearly every teacher in the county has subscribed for and is taking some good educational paper. Some are taking more than one. As another evidence of advancement, several of our teachers are desirous of increasing their knowledge of the branches to be taught in the common schools as well as increasing their knowledge in methods, and hence between terms of teaching attend at least one term in the normal department of Redfield College, this college being most conveniently located to our county. Other teachers will follow their example in time, so that with our excellent system of institutes, school journals and the manifest desire for greater improvement, we know that we are in the line of advancement.

In regard to what may be further done in this direction, I wish to say that we need a uniform system of school work, embracing a course of study for the common schools, and a strict adherence to this course. (Such a course is now provided.)

Second. A complete record made and kept in the schools of the work accomplished by every pupil during a term of school so that the following teacher may know what has been done by the predecessor.

Third. Longer terms of school and longer continuance of service in the same school by the same teacher when the work of the teacher is satisfactory.

Fourth. A uniform system of school registers.

Fifth. Some provision for increasing the institute fund of a county as the examination fees received for this purpose are inadequate in many cases for the necessary expenses.

Sixth. Fewer school officers and longer terms of office, and remuneration for services rendered.

All these, with others that might be suggested, are some of the things that should be done towards advancing the condition of our schools.

GRAND FORKS COUNTY.

M. A. SHIRLEY, Superintendent.

On submitting to your honorable body a report of the schools of this county, I have the pleasure to state that the school year ending June 30th, 1888 was, in the main, one of good work and good results.

There are in our county one hundred three school districts, with very tidy school houses and necessary out buildings, all painted and well taken care of. The school furniture is of the latest improved kind; maps, globes, reading charts and dictionaries are found in almost all the rooms.

Three thousand eight hundred ten pupils draw apportionment money from the school fund.

The attendance has not been as regular as desired; the distance many pupils have to travel and their being kept from school to do chores, herd cattle and other light farm work are among the causes of this irregularity.

The work done in the school room and the standard of teaching maintained are alike creditable to the teachers of the county.

Many teachers of experience and normal training are engaged in the work; the younger teachers are zealous and show an efficiency that augurs well for the future of the schools of the county.

The policy of continued employment of successful teachers is becoming quite prevalent among the different school boards, even though it requires an increase of wages to retain the teachers.

The county institute was attended by nearly all the teachers of the county; the work of the institute was practical and well adapted to the needs of the teachers.

Hygiene was taught in nearly all the schools, as required by law. The affairs of the school districts are conducted by the district officers carefully and with due regard to all interests.

HAMLIN COUNTY.

THOMAS WARD, Superintendent.

CARE AND IMPROVEMENT OF SCHOOL PROPERTY.

The forty-five school buildings in this county are roomy, well constructed and generally well furnished. Nearly every school house is well guarded by a good fire-break and many school grounds have been beautified by the planting of trees. Scarcely any of the schools are furnished with blinds or window curtains and the conclusion is unavoidable that injury to the eyes of the pupils must result. A law should be passed making the

furnishing of each school house with blinds compulsory. Blinds serve the double purpose of preventing too strong a light and of protecting the windows from hail storms, etc. Out-houses as a rule show evidences of neglect, and in some instances were found to be in a terrible condition in regard to cleanliness and state of repair. The sight was actually repulsive. The doors were either battered to pieces or entirely off their hinges; large holes cut in the partition dividing the apartments of the sexes; on the walls indecent pictures and bawdy inscriptions and the seats and floor bedaubed with litter. This indeed shows that the regular inspection of out-houses by some teachers is neglected. They are doubtless fully aware of the existing conditions but through false modesty (this being the case with female teachers particularly), do not think it incumbent upon themselves to report the true condition of these buildings to the school officers. Out-houses should be looked after in every respect as carefully as the school building itself and not a day while school is in session should pass without a careful inspection. They should be kept securely locked at all times except when a pupil needs to enter and the key should be hung in the entry or some other accessible place out of the view of the school.

IMPERFECT REPORTS.

I have more or less trouble in securing correct reports, notwithstanding the fact that instructions have been given by me from time to time as to the correct manner of making them. In some cases it was found necessary to visit in person the officers in order to aid them in making out their reports, or rather I made them out for them. I attribute imperfect reports in a great measure to too frequent changes in the office of clerk and treasurer and would suggest that the treasurer's term of office be extended to at least two years and the clerk's office be changed from an appointive to an elective one and his term of office be three years.

PUBLIC INTEREST AS SHOWN BY VISITATION OF SCHOOLS BY PATRONS AND SCHOOL OFFICERS.

My annual report to the Territorial Board of Education shows that fifty-nine visits were made by the forty-five directors to the different schools in the county during the past year, and the teachers' registers show that many visits were made by the patrons of the schools. This on the whole is quite a gratifying showing, and evinces a general public interest in the schools. These visits are productive of much good and have contributed in no small degree to the success of the schools. They are an encouragement to both pupils and teachers and a sure sign that a keener and livelier interest than ever before is being taken. I have noticed that in schools visited by officers and patrons everything glides along smoothly and scarcely ever a complaint is heard.

NON-ATTENDANCE, IRREGULAR ATTENDANCE OF PUPILS—HOW TO CORRECT THE SAME.

The whole number of pupils of school age in this county is one thousand seventy-seven and the whole number enrolled is eight hundred eighty-

one. About eighty-two per cent of the children of school age attend school. A good many have been prevented from attending by reason of their living too great a distance from the schools. Since last June three new school houses have been built so there is at present scarcely a pupil in the county who lives over two miles from some school house and the former excuse of living too far from the school cannot hereafter hold good. There are some, however, who are detained from school without any valid excuse whatever, and the compulsory educational law was intended to remedy such cases, but so far the law has never been enforced and is practically a dead letter. As a remedy it is a failure; not that the law itself is not good, but it is never applied. So far as regular attendance is concerned a great deal depends upon the teacher. A teacher who interests not only his pupils but also the patrons can secure a better attendance than one who does not; still, even the very best teacher cannot always secure regular attendance as some parents manifest stolid indifference. A different compulsory law, something after the manner recommended by ex-territorial Superintendent Jones in his last report should be enacted.

GRADATION OF TEACHERS' WAGES.

One of the best features of our present school law is that which provides for the gradation of teachers' wages. It has done more, with the possible exception of the institute, to raise the educational standard, than any other thing I know of. The difference in wages paid is a strong incentive for teachers of a lower grade to work upward.

SUPPLY OF PROPERLY QUALIFIED TEACHERS.

Though the number of teachers in this county who are properly qualified for their work is continually increasing, there is not yet by any means a sufficient number.

TEACHERS' INSTITUTE. ATTENDANCE UPON AND EFFCTS OF.

The past year this county has had two institutes both of which were a success in every way. Ninety-five per cent of the teachers attended the last institute, or in other words all were in attendance except two who gave good reasons for their absence.

The good effect of those institutes are very perceptible upon the schools in this county in the character of work now being done by them. Every school in the county has been directly benefited and some incalculably so. To my mind the institute is the greatest agency there is for promoting the advancement of the country schools.

TOWNSHIP ASSOCIATION.

Five joint township associations were held during the year. Next year we hope to be able to hold one in each township monthly during the time the schools are in session.

TEACHING HYGIENE.

Physiology and Hygiene are taught in every school in the county. Hygiene is taught as successfully as any other branch of study.

TEXT-BOOKS.

There is not a uniformity of text-books in the county in some of the townships. Efforts are at present being made to secure a uniformity of text-books throughout the county. About one-half the townships have already moved in the matter and I think before the first of January, 1889, all of them will have done so.

HAND COUNTY.

E. H. WOOD, Superintendent.

There has been during the past year, a decided improvement in the work done by the teachers of this county. This is largely due to the systematic, competent instruction given in our county institutes. I am convinced that one institute, each year, of longer duration would be much better. Nearly every teacher is taking one or more educational papers. Very few were taken before the past year.

One great difficulty is the great variety of text-books in many of the schools. Cannot some provision be made by law to secure uniformity at least in the county?

Some school boards have bought expensive apparatus giving an order for the same without holding any meeting. I find that the individual school officer assumes too much authority. Some boards have neglected to hold a sufficient number of meetings to properly perform the duties devolving upon them. I think monthly meetings are necessary and am in favor of paying a reasonable amount for attendance at such meetings.

Gradation of teachers' wages is general throughout the county and works well.

HANSON COUNTY.

JAS. H. PETRIE, Superintendent.

I send you the following report of Hanson County in response to your circular letter of Aug. 6th:

We think Hanson county will compare favorably with other counties of the territory in the care and improvement of her school property, and the willingness with which school officers perform the duties of their respective offices.

One detriment to the advancement of the schools of the county is the change of teachers; we cannot too strongly impress upon school officers the importance of keeping the same teachers for a number of terms when they give general satisfaction.

Another drawback is the lack of trained teachers; too many of the teachers being young and not having experience. But on the other hand we frequently find on visiting schools, teachers, who are young and have no experience, making a success without any special training, while others will require considerable training before they will make ordinary

teachers. Still we believe that a person to make a truly successful teacher needs a special training for it.

We believe that the visitation of schools by officers and especially by patrons is one of the best means of encouraging good work in the schools and a lively interest in them; that is, when they go for the purpose of encouraging and aiding teachers and pupils.

We are pleased to report that in all schools visited during the last year we have found physiology and hygiene being taught.

Another thing we are pleased to report, is that the school boards are getting more particular about having the terms of school end during the school year; and we believe that next year there will not be a school, the term of which will extend beyond the school year.

HUGHES COUNTY.

CROSBY G. DAVIS, Superintendent.

Though for many reasons Hughes county has cause to be proud of her schools, yet there are certain defects that must be remedied before they can be considered reasonably satisfactory.

First among these is that of irregular attendance. The schools of this county suffer more from this than from all other causes combined.

The statistics of the county for the past school year show the per cent. of attendance to have been but 58. When we consider the disadvantages under which a pupil labors who attends irregularly, it is readily seen that we are losing at least one-half the benefits that we might derive from our county school fund. It is easier to point out this defect, than to suggest a remedy. If this irregularity of attendance was due to carelessness or lack of interest on the part of the parents a strict compulsory school law would be an advantage. But in a great majority of cases this does not seem to be the fact. It appears in most instances that the assistance of the older children is actually necessary, on the farm, to procure a comfortable living for the family.

Something can be done in this matter by insisting that school officers shall not expend the school money, at a time when a majority of the pupils cannot attend. Careless parents may be remonstrated with; but it really seems that nothing will give the country schools the regularity of attendance so much needed, except a proper remuneration for the labors of the farmer, thus relieving him from the necessity of asking aid from the children, and giving them the years for education to which their childhood is justly entitled.

Our schools are quite systematic, having a uniform system of textbooks, and graded according to the Dakota course of study.

The teachers are generally doing good work. If we can overcome this irregularity of attendance, and hold the scale of teachers' wages sufficiently high to retain our best teachers, our schools will soon be in a thoroughly prosperous condition.

HYDE COUNTY.

TITUS E. PRICE, Superintendent.

In my preparation of the following paper, I have kept steadily in view the facts and conditions as they exist in Hyde county. Among the subjects which I shall attempt to briefly discuss and one which I deem of paramount importance to all others, is the care and improvement of school property.

Hyde county has fifty-five frame school houses, which range in cost from two hundred fifty to two thousand five hundred dollars. These buildings are generally well constructed and conveniently arranged, and with few exceptions are well supplied with school furniture and apparatus.

The county has been organized but five years, and consequently the school grounds have few attractions and are covered with the native grass that only a few years since nourished the buffalo and kept green the prairies of the falsely titled "American Desert." As is true in nearly all new settlements, the school affairs of the county were badly managed for two or three years. This was due in some degree to "boodling" school officers who sought to enrich themselves at the expense of the public. It was also due to the inexperienced officers whose judgments could not be relied upon in the expenditure of public funds. But now the school officers are generally men of good principles and mature judgment who look more to the upbuilding of the schools than to their personal gain.

A number of townships have had the misfortune to purchase school apparatus of unreliable traveling agents, who have exacted exorbitant prices for their goods and in one way and another have persuaded school boards to purchase many articles that are of little value to the schools. These agents should be studiously avoided and I deem it the duty of the superintendent to enlighten school officers in this regard and to keep them informed of the real wants of the schools, and the best and cheapest way to supply them.

By way of suggestion I may state that due attention should be given to the growth of attractive shade trees in the school yard. Arbor Day, being a school holiday, by proclamation of the governor, should be devoted to the planting and cultivation of trees.

The necessary number of trees may be had at a nominal expense and the teacher and pupils will ordinarily take pride in making this improvement on the grounds.

School property should at all times have the best of care. It is the duty of the teacher to look to the preservation of the furniture and apparatus during sessions of school and the duty of the director during vacation. The teacher should caution the pupils to exercise the greatest care in their use of school property. He should explain to them that the proper-

ty is purchased at a sacrifice and that their parents are annually paying an additional tax, that they may have superior school advantages. The teacher's conduct in his use of the furniture has great weight with the pupil. The room should be kept neat and clean; the walls should be decorated with pictures, mottoes and drawings; the stove should be nicely polished and kept free from chalk and pencil marks; the black board should be kept free from rude drawings and meaningless marks and figures. There should be a place for every article of school furniture where it can be found when not in use; a bench or low shelf should be provided for dinner pails and lunch baskets; hats, bonnets and wraps should have their places and never be thrown upon the desks and floor. If the teacher shows a disposition to be orderly, the pupils will follow his example. Leaving this subject without further comment, I shall write briefly on irregular or illegal action of school boards.

As a preface to my remarks on this subject, I desire to state that our present school law is too complicated and too tedious to be a good one. A law may be compared with a machine—the less there is of it, the better it works. Now that our school law has many complications and much of it capable of more than one construction, what can we expect of our school boards?

Is it not fair to conclude that many of their proceedings are irregular? I venture the assertion that one-half of the minor school officers of the territory are illegally elected. This does not necessarily disqualify them from acting in the capacity of officers, for while they are not officers *de jure* they are officers *de facto*, and as long as the question of their election is not raised, there is no particular injustice done to any one. It is not good policy, however, to administer school affairs in a loose manner, for questions of vital importance may arise that will justify some one to penetrate to the bottom and scrutinize every act to determine the legality of some proceeding.

Among the many irregular and illegal acts of school boards and one that should receive particular attention, is that of making of contracts. They are often entered into without a meeting of the board. This is done by securing the signatures of the members of the board in their individual instead of official capacity. Every contract of this nature is voidable and in most cases void. Contracts must be made in open meeting of the board and a majority of the members thereof is necessary to constitute a quorum. The substance of every contract should be recorded by the clerk in a book kept for that purpose.

The county superintendent should be a person well versed in school law, and he should exercise great care in advising school officers. The school board should counsel with the superintendent upon questions that involve a doubt as to what course to pursue.

GRADATION OF TEACHERS' WAGES.

I shall first notice the ambiguity of the law that provides for the same. It states that the board shall "grade the teacher's salary for their town-

ships in accordance with the grades of certificates, keeping in view, as nearly as possible, the number and grade of the schools of the various townships." In contradiction of the above, it states that "no one holding a certificate of a lower grade shall be paid a salary equal to that paid a teacher of a higher grade in the same township." Thus you see that a board has no power to discriminate between schools of the same township. In other words, a first grade teacher in a school of fifty pupils or more can receive no better pay than a teacher in a school of eight or ten in the same township.

I am heartily in favor of some system of gradation of teachers' wages, for I believe a teacher should be rewarded for his services according to his qualifications and ability to impart knowledge. This being true, superintendents cannot be too careful in granting certificates, for if teachers are paid according to the grade of certificates they hold, great injustice will be done if proper grades are not given the proper persons. With a properly framed law, the present method is a good one, but as it is, many difficulties arise in its execution. I see I am disposed to find fault with the law and conclude that it is useless for me to try to conceal my sentiments of disapproval of many of its provisions, and in this connection I desire to declare myself on a few important points in which the law is plainly defective.

First among these is the multiplicity of officers. Every township has five and one additional for each school over three in the township. This system will work very well in densely populated localities, but in most of the counties of Dakota, it is difficult to find a sufficient number of persons that are competent to fill the offices. I believe that it would be far more satisfactory if each township had one school trustee, clothed with the same duties and powers that are delegated to the five officers in the present system. In addition to the trustee each school may have a director whose sole duty would be to look to the care of the school property.

Another very apparent defect relates to the school treasurer's office. It is the duty of the treasurer whenever a warrant is presented to him for payment, and there is no money in the treasury to redeem it, to endorse it to that effect and register it in the name of the person presenting it. This being done, the warrant draws eight per cent. interest from the date of its registration. When sufficient funds are collected to redeem the warrant, it is the duty of the treasurer to notify the party in whose name it is registered, and interest stops seven days thereafter. Provided the warrant has not been transferred, this answers the purpose, but if it has been, the party holding it fails to receive notice. This warrant may change hands a number of times and eventually be turned into the county treasurer to pay taxes, and the interest is reckoned to date, when it ceased to draw interest some time before. The county treasurer was not aware that interest had stopped, as he had received no notice, and the law provides for none.

My space is too limited to justify me in noting further defects in the law, and in conclusion I wish to recommend the enactment of a law pro-

viding for the establishment of county boards of education. If the present law is not materially changed, I would suggest that these boards consist of a county superintendent, the chairman of the various township boards and the president of every city, town or village board of education. It should be made the duty of these boards to meet at some convenient point in the county, semi-annually, and oftener if the good of the schools demands it. All questions of common interest to the schools of the county should be thoroughly discussed at these meetings and such recommendations should be made, as may appear to be productive of good results.

JERAULD COUNTY.

I. S BINFORD, Superintendent.

During the past school year a marked improvement has taken place in the management of the public schools of Jerauld county. Our county is new, and many parts of our school machinery are still neglected, but as we become better settled, the people are turning their attention more to the matter of educating their children and to the care and improvement of school property.

Very little neglect of duty is manifest on the part of the school township clerks, and treasurers; some directors neglect their duties because "there is no money in it." Considerable of irregular work is performed by our school officers, largely on account of not understanding the intent of our school law.

The school officers of our township only, have appropriated to themselves illegal fees, claiming that no law could compel men to work for nothing.

I hold that the greatest hindrance to rapid advancement in the public schools in Jerauld county, lies in the fact that school officers and patrons do not visit the schools. Grave misunderstandings arise between teachers and patrons to the extent that complaints are sometimes made to me, all of which could easily be adjusted if parents would visit the schools. The teacher's work is considerably hindered by the irregular attendance of the pupils, and I do not know how to correct this neglect, unless we can in some way get at the parents, for the blame rests largely with them.

General satisfaction is expressed in the grading of teachers' wages to correspond with certificate held, but I think there should be some changes made in the number of grades. We have practically but two grades in our county since only one applicant has been successful, under the law, in getting a first grade certificate.

If the requirements for first grade must remain the same, I believe there should be a division made in the required average for the second grade. A teacher should receive a different grade and better wages whose average is above 90 per cent. on the common branches, than one whose average is between 80 per cent and 90 per cent.

One of the best features in the new law for county superintendents,

and educational interests generally, is the plan of uniform examinations upon questions prepared by territorial authority. On account of the same questions being used all over the territory, and the examinations being conducted under the same rules and regulations, incompetent teachers that fail in one county cannot well go into another county and be successful.

Our supply of properly qualified teachers was limited to about three-fourths as many as were needed, the first part of November. The reason of this was largely on account of the fall terms of school being in session at the same time that winter terms were being demanded.

Only about one-half of the districts in the county expect to run schools during the months of January and February, because of the usually severe weather.

Our teachers have need of further special training, although there has been a wonderful improvement during the last year in their methods of teaching. I am of the opinion that we cannot speak in too strong terms of the benefits derived from our county institutes and township or district monthly teachers' meetings. When I visit the schools I find teachers putting into practice the ideas and methods they get at the teachers' institute. Every resident teacher attended our county institute in November and the majority were present every day.

A live reading circle has been organized in our county this fall. The subject of Hygiene is taught in over ninety per cent. of our public schools, but not from text-books in the hands of pupils in more than about twenty-five per cent.

Parents will not buy the necessary text-books so the majority of our teachers give oral instruction daily upon the subject.

KIDDER COUNTY.

MANIE PORTNER, Superintendent.

My limited experience as superintendent of schools in this county will not permit me to furnish a complete report of the educational interests of Kidder county for the past year.

The school houses are all well constructed, furnished with patent furniture, and most of them are supplied with suitable apparatus. At least four new school buildings will be erected during the coming year, and one or more private rooms furnished.

The school officers have generally been prompt in the performance of their duties. It is true, many of the reports received from township clerks were incomplete in many respects, but I don't think that will again occur as there seems to be a better understanding of the new law than formerly.

A teachers' institute was held at Steele during the past year with Prof. C. J. Pickert, as conductor. The teachers were unusually attentive at all the meetings, and seemed determined to secure all the advantages

afforded. I consider the institute as conducted in the territory one of the best means of keeping our teachers up to the red heat of teaching power and professional improvement, and of acquainting them with the methods practiced by the best schools throughout our country. There seems to be a great desire on the part of some of our teachers for professional improvement. Many of our young teachers are now taking a special course of training at Grand Forks and at Jamestown.

Arrangements are being made for the organization of a reading circle in this county.

Physiology and hygiene have been taught in all the schools of the county.

LINCOLN COUNTY.

C. B. ISHAM, Superintendent.

The past year has witnessed a marked improvement in the interest manifested by our people in education, and in the care with which school district officers have discharged their various duties. Nearly all of the districts have maintained two terms, a winter term and a spring term, of three or four months each, and the attendance has been a little more regular than formerly, though the weather during the winter months was unusually unfavorable.

Never has there been such a demand for well qualified teachers, and school boards in most of the districts have been correspondingly willing to pay good wages.

Changes, too, have been a little less frequent; many teachers have remained in the same school during the entire year. Among the many things which we have advised are these two: the purchase of less expensive apparatus, and the timing of school terms so they shall come within the school year; but our advice has not always been heeded.

An exceedingly gratifying feature in the educational work of our county is found in the fact that so many of our teachers are seeking opportunities to better their qualifications.

The teachers' institute has been well attended, especially the one held in March last, and the instruction given in the institute is proving most helpful to the teacher.

The institutes are our most potent educational forces in awakening and unifying public sentiment in all our common school work, and if possible, their influence should be increased.

Monthly teachers' associations were held from November to March at four different points in the county, with varying success, the severity of the weather sometimes entirely preventing attendance.

During the past year a large number of young people of our county have enrolled in some one of the higher institutions of learning in the territory or elsewhere—the University at Vermillion, the Normal School

at Madison, and the Augustana College at Canton, receiving the principal patronage. A few have gone to eastern schools.

Hygiene and the effects of stimulants and narcotics are taught in nearly all our schools. The "Better day is coming."

MERCER COUNTY.

ZACH L. JONES, Superintendent.

I regret to inform you that not much of a report can be made this year concerning the educational interests of this county, as very little is being done at present. Our county is very sparsely settled and the population is not increasing; things generally seem to be at a standstill. Our people are a long way from any market and most of them are very poor, and their debts are accumulating. County and township indebtedness is already very great, and it is very difficult to sell our bonds and sufficient funds cannot be raised by taxation to improve the conditions of the schools.

Our school property is nearly all in good condition and has been as well cared for as in previous years. Very few improvements have been made. Township officers' books are not well kept, as a rule. Much of the township business is not recorded and some accounts have been entered of which no knowledge can be obtained. Some of our school boards have acted unwisely in issuing orders without stating for what purpose drawn.

Our people generally are interested in education. The patrons of the schools have visited them quite generally. The attendance of pupils has been quite prompt and regular, and especially when capable teachers can be secured.

Teachers' wages have been graded throughout the county and it seems to work well, and I have done what I could to encourage the continuous employment of good and successful teachers, though in some cases I am convinced that changes are beneficial. Properly qualified teachers are very scarce here and very difficult to secure. Most of them are very much in need of special training, never having attended any school except our common schools and it is with difficulty that they pass the required examinations. There has never been a teachers' institute in this county, and but two of our teachers have ever attended an institute; but these two are our best teachers and take the greatest interest in educational matters. So far there have been no township associations organized and no effort made in the direction of reading circle work. Our teachers are so few that very little can be done in these directions. I hope that these remarks will be satisfactory.

MINER COUNTY.

A. W. McCLAREN, Superintendent.

Though the schools in this county cannot in any absolute sense be said to be very flourishing or prosperous, the past year has not been without encouragement to those interested in the educational welfare of the county.

Most of the seventy school houses of this county are favorably located, although the removal of some of them to a "more favorable location" has been agitated and in one or two cases accomplished. Under our law the school houses might better be placed on wheels so that they can be moved about the district with the sway of the voting population. All of our schools are supplied with the best patent desks and most of them the most modern improved apparatus, which I am pleased to report are well cared for by teachers and officers.

School boards are generally negligent in their duty in visiting the schools. In my visitation of the schools I have often succeeded in getting the director to go with me to the school in his district.

The complaint is frequently made that officers do not attend the board meetings, they giving as a reason that the pay allowed by law is not sufficient so that they cannot afford the time. In many cases they are obliged to go six or eight miles if they attend the board meetings and they fail to see why they should be asked to go to so much trouble to do the business for the public for little or nothing any more than their more fortunate fellows who get better pay. Under the district system it is different, where they can get together in the evening and hold their meetings.

Officers' reports were more satisfactory this year than heretofore. In a circular to school officers previous to last annual meeting we urged the necessity of more accurate and complete reports, calling their attention to the directions, on the back of the blanks, which proved very helpful, and recommended that they secure the aid of the county superintendent if necessary.

According to reports 61 per cent. of the children of the county of school age attended school during the year. This shows a falling off from the attendance as shown by the reports of the previous year owing to the fact that nearly all of our schools were in session last winter when the severity of the weather prevented the attendance of a great many of those who would otherwise have attended. The enactment of compulsory school attendance has not had so salutory an effect as hoped and its prompters must confess to no less disappointment than others who opposed the adoption as repugnant to the true spirit of American institutions and free government. Yet ignorance is so woful a vice as to demand severe remedies, to be prevented, if possible, at any sacrifice. We believe the parent and teacher, should employ all influences to win the willing to the school room; the state should compel the attendance of the unwilling. It is our

intention to try the experiment of having the teachers report monthly to the director and superintendent showing not only the attendance of those enrolled but the names of those of school age residing in the district and not enrolled together with the reason for non-attendance.

Teachers' wages have been graded in all the townships in the county. Previous to the annual meeting in July, 1887, we issued a circular to school boards recommending a certain grade for the purpose of securing, if possible, uniformity throughout the county. The grade recommended was adopted then and the same, with a slight advance in a few townships, was retained for this year. The experiment has been tried and the success met with in this county seems to justify its continuation, although it affords a strong temptation for the enormous pressure heretofore brought to bear upon the superintendent to aid incompetents in avoiding the plain requirements of the law which is relieved by uniform examinations.

The law should be so changed as to permit examinations during the time that an institute is held in the county, or at the close; and at least twice a year, spring and fall, examinations should be held in different parts of the county.

During the past year the supply of properly qualified teachers necessitated the licensing of unqualified and inexperienced ones to take charge of about one-fourth of our schools, and it is doubtful whether higher wages, that panacea of most superintendents, would stimulate enough teachers to fill our schools to educate themselves up to the desired standard, for under our present system of wages so many are content with the lower grades of certificate, from year to year, and the consequent lower grade of wages.

Our normal institute of one week last April, in charge of Prof. Dempster, who did most thorough and acceptable work, was the largest in numbers and most profitable ever held in the county. Nearly every teacher in the county was in attendance, nearly 100 in all, about 80 of whom were actual teachers. The work was eminently practical and was confined more to methods of instruction than to affording academic advantages, and was consequently of incalculable benefit to the greater number of those in attendance. However, the institute was not sufficiently attractive to enlist the teachers of our graded school to aid their less fortunate fellows for whom they should break, instead of withhold, the bread of pedagogic life.

The County Association held many sessions in different parts of this county and have accomplished proportional good in discussing pedagogical principles and practices and in stimulating individual activity.

Accompanying the material prosperity of the schools comes the repeated demand for better teachers; "Send us a good teacher—one that can control our school," is the request that makes the superintendent tremble for his reputation. Yet it argues much of hope for the future since it betokens on the part of the school officers an active and intelligent interest in the welfare of the schools.

The general details and summaries of our report suggest much in the educational way that indicates plainly a great public interest in the welfare of our common schools. The showing is admissable of serious comment and reflection; however, the statistics themselves are sufficiently real without explanation, and their perusal will suggest all that comment could offer.

PEMBINA COUNTY.

C. E. JACKSON, Superintendent.

The schools of Pembina county are in a flourishing condition.

During the year ending June 30, 1888, two institutes were held in Bathgate, viz: one in July, 1887, conducted by Prof. L. C. Lord—now president of the Minnesota State Normal School at Moorhead, and Prof. W. Mitchell of Fargo—superintendent of Cass county—one of our foremost educators.

One during the first week in April 1888, conducted by Prof. C. J. Pickert, of the territorial corps of conductors, assisted by Prof. Ingalls of St. Thomas, Tubbs of Bathgate, and the county superintendent. Nearly every teacher in the county was present at both institutes, and the results are most gratifying.

Interest and zeal in the work, and a love for the profession has been awakened as is evinced by the organization of the County Association, the appointing of local meetings and the good attendance at the same, also by the desire of the younger teachers to obtain a professional training, leading them to attend the University or other good schools during the winter.

As the country is being developed there is a growing demand for a better grade of teachers and longer terms of school.

Our people are most generous in the matter of training themselves and raising money for the support of schools. We have neat, comfortable buildings, well furnished and in most cases well supplied with maps, charts and other apparatus.

The observance of Arbor day is causing trees to be planted and fences to be built, so that in a short time our school grounds will present an attractive appearance.

Some of the teachers say that the county superintendent is almost the only person to visit the schools during the term. This however is not from lack of interest on the part of the patrons and officers, but from the busy life of the people, whose whole time seems to be taken up in developing their farms and in the building up of new homes. But I trust that the time is not far distant when this busy and bustle, natural to all new counties, will be over, and our people will have leisure to visit our schools frequently, and by so doing, encourage both teacher and children in their work.

The uniform course of study has been adopted so recently that I cannot say a great deal about it at this time, but it cannot help being most

beneficial in its results in our schools, as it will enable teacher, county and state to work together in harmony, with a definite aim and purpose in view; a uniform system of examination and grading will be a natural outgrowth of the practical adoption of the course, and then comes the much desired state uniform system of text-books. I am also of the opinion that the course of study will be a great value in its help to solve that vexed and all important question of tardiness and absence. Compulsory attendance may be good. Let us take all we can get of it, but, after all, much depends upon the teacher. He must have a love for his work, and be full of zeal and enthusiasm, and he must be also able to impart his zeal and enthusiasm to both pupil and parent, or all the legal help we can obtain will avail us but little. So, I say, I think that our uniform course of study, in its appeal to local pride, will do much towards creating and fostering this enthusiasm in teacher, pupil and parent.

As most of our prairie schools are in session from April to December, the school year ends just about in the middle of the natural term of school, causing much trouble and dissatisfaction among patrons and teachers. It has been suggested that January, February or March would be a better time for the ending of the school year, as it would suit most of our country schools.

PENNINGTON COUNTY.

JAS. C. MEARS, Superintendent.

School property in this county has probably as much care as in any county in the territory, although in a few cases, I find it necessary to instruct teachers to be more vigilant in that direction. As to improvement of school property there is much to be done.

It is my intention to issue a circular next spring. to school officers, patrons and children, recommending that Arbor Day be observed by each child of school age, by planting on the school grounds some sort of an ornamental or shade tree, to be cared for and cultivated thereafter by the child who planted it. A similar recommendation should be made as to the interior of school houses, encouraging pupils to decorate the walls with products of their handiwork; thereby making the school house and grounds what they should be—beautiful and attractive. By a united effort it seems to me much might be done to relieve the barren monotony characteristic of most Dakota school houses and grounds.

School officers are too apt to think their duties end with their attendance upon school meetings, and are apt to give their duties no further thought. But perhaps nothing adds more to the efficacy of a school than the constant vigilance and individual efforts of school officers. I consider their duties multiplicious and I regret to say, in too many cases their neglect is proportionately large. Prominent among their duties, I would mention the necessity of their co-operation with teachers in efforts to have parents supply their children with proper text-books and appliances, with-

out which it is impossible for teachers to accomplish satisfactory results.

Imperfect reports of school officers in this county is a rule with as few exceptions as it is convenient for rules to have. Prominent among the reasons I would mention: 1st, Incompetency; 2d, Neglect of duty; 3d, Lack of sufficient data at hand from which to make them, which lack might be attributed to leniency on the part of clerks in granting teachers' warrants without their reports as required by law; 4th, The time of year at which reports should be made, coming at a time when most school officers are very busy harvesting.

The only flagrant case of irregular or illegal action of school boards in Pennington county that has been brought to my notice, is the action of Pacalola township board wherein about 125 children are interested; said board passing a resolution to have no school during the current year, on account of levy having been made the previous year; thus burdening the people with a heavy debt. The township in question is in the mineral district where but a small portion of the land is taxable, and upon that portion the burden of tax for the schooling of children of the entire township falls.

I think public interest is up to the average in this county, as shown by the frequent visits of school officers and patrons.

Non-attendance and irregular attendance are obstacles encountered in almost every school and which we think will hardly be overcome until parents are educated to reason that, "my children shall do nothing else when they can go to school," instead of, "my children may go to school when they can do nothing else." In my opinion irregular attendance can be corrected by the teacher; but non-attendance is usually the fault of the parent, and should be corrected by them.

Teachers' wages are graded in nearly every township in the county, making a difference of from $2.50 to $5.00 between grades.

The benefits of uniform examination of teachers are many. It shifts much responsibility from the county superintendents, and if they would adhere strictly to an impartial and honest system of grading, a teacher's certificate would be a true index to his standing. But we find this rule often fails. In a number of cases I have had applicants holding certificates from other counties in the territory who utterly fail, according to my idea of a fair and impartial grading.

The continued employment of successful teachers is not adhered to nearly as strictly as it should be in this county. In fact the one term system is the rule rather than the exception. With but one or two exceptions all terms ended within the same school year in which they began. This I consider very necessary in order to secure correct and full reports.

The supply of properly qualified teachers is inadequate to the demand. So much so that we are at times almost forced to grant certificates to applicants that under different conditions would fail.

We feel the need of special training for teachers and to this end we

recommend township associations, and endeavor to make our institute a source of much good in this direction. Our last fall teachers' institute was well attended, that being the only one ever held in the county. With the exception of perhaps four or five, every teacher was present and manifested a deep interest in the work, and the effects we think are very beneficial.

The law governing township associations has not been very generally observed in this county. One township took the initiative last fall and winter and held two very interesting sessions, with a full attendance and beneficial results. It is our intention to recommend more the coming winter.

Pennington county is too sparsely settled to make the reading circle profitable or interesting. The county is also without a library, with the exception of the Rapid City public schools.

Physiology and hygiene are taught in every school in the county, although it is a hard matter in some schools to procure text-books. Where they are not furnished we advise oral lessons.

The Board of Education of Rapid City, independent district, ignore the county superintendent altogether, not even adjourning the schools to allow their teachers to attend the county institute, after having been requested to do so by the superintendent. It seems to me there should be a little more legislation upon this subject.

POTTER COUNTY.

M. HELLEN WILLIAMS, Superintendent.

1. I think that generally the school officers, patrons, teachers and pupils take a pride and interest in caring for and improving school property. Only in a few instances have I found the school property destroyed or defaced.

2. I find that school officers neglect many duties, chief among them being failure to report proceedings of school board meetings that must be filed in the county superintendent's office. Many neglect to make the proper repairs on their school houses, and to visit their schools. Some officers neglect to inform themselves as to their duties.

3. School officers send very incorrect and imperfect reports, and neglect to forward them at the proper time. Much correspondence was resorted to, and in some instances the county superintendent was obliged to go and help officers make reports, or get the reports from the officers. There was considerable trouble with the clerks' reports. Nearly every one had to be corrected at this office. There has been some trouble with teachers' reports also.

4. Some school boards are very irregular in their action in many ways. Neglecting to ascertain the wishes of the patrons, or to regard them when known.

5. In many communities and townships much interest is manifested

by patrons and school officers visiting the schools, in others very little or no interest is shown.

6. In many communities the attendance is good, while in others it is very poor, and much tardiness and many irregularities are found to exist. The best methods, I know, are to arouse public sentiment, to get parents and pupils interested in schools, and personal visitation by the teacher at the homes of the pupils, to make kindly inquiries into the cause of various irregularities and establish a sympathy between parent and teacher so that both may work together tor the same great end. Some of the people of foreign birth do not want their children to go to school, but prefer to have them stay at home and work. Others have been obliged to keep their children at home to work a part or all of the time, even when they desired to keep them in the schools. With the good crops this year and the better times which will follow, we hope to see more progress in this direction.

7. The gradation of teachers' wages has a tendency to raise the salaries of teachers, and also to raise the standard of scholarship and the teaching ability of the teachers. All are trying to climb higher. In many districts and townships they demand a higher grade teacher, and are not satisfied with the low grade teacher.

8. I like the uniform examinations, as it is better for the teachers and lightens the superintendent's labors.

9. I urge on school officers and patrons the advisability of continuing the employment of teachers who give satisfaction and are successful in their work.

10. School officers and patrons see the ill effects of constantly changing teachers, and try to retain those who are faithful and deserving.

11. It is much better that terms end with the school year for many reasons. One is, the reports can be more full and correct, and save teacher, school officers and superintendent much labor. It is better that pupils and teacher rest during the month of July.

12. The supply of properly qualified teachers is hardly equal to the demand.

13. There is a growing demand for special training for special work and I hope the time will come when all our teachers will be acquainted with the best normal methods and kindergarten work.

14. The institutes of this county have been well attended and a marked effect shown in teacher and school.

16. Teachers who are taking the reading circle course are doing better work in the schools, pass better examinations, and at the same time are gaining for themselves a wider scope in the field of knowledge. and are making their mental vision broader every day.

17. Our teachers are doing much to make the teaching of hygiene a success and many good results follow.

RICHLAND COUNTY.

W. M. HOUSE, Superintendent.

Educational methods and interests are rapidly advancing and improving in this county. The Dakota school law should be amended, but, in the main, is the best that was ever devised. Of the changes that are required, the most important are in relation to "Duties and neglect of school officers," and "Teachers' Institutes, attendance upon and effects of." I will refer to the last first.

Teachers' institutes rightly conducted are of great educational value. The system of institute work inaugurated and advanced by our present territorial board of education has awakened great interest and enthusiasm in this method of education. Larger and more favorable results have been obtained by institutes during this and the last school year than ever before.

We should have a law that would enable the teachers to readily avail themselves of the advantages of these institutes. Under the present law the teachers who adjourn their schools to attend are reduced to half pay, while those who have not a term in session are expected to attend without any pay. Institutes are usually held a half month or longer in each year, and there are few teachers who can really afford to give their time and pay their traveling and hotel expenses. The district actually receives the principal benefit from the teacher's attendance. Every teacher should be allowed two dollars per day for attendance at the county institute, to be paid by the school township, or district, with the wages for the first term of school closing within one year after the institute.

Of the "Duties and neglect of school officers," much might be said. Yet, with a slight change of the school law the duties would be much easier and more generally and satisfactorily performed, and the neglect much less frequent. The present law provides for meetings quarterly. This is not often enough. The school board should hold eight meetings per year, namely: on the second Tuesday of January, March, April, June, July, September, October and December. Each member of the board should receive two dollars per day for every day's actual attendance at the regular meeting. Look at the absurdity of the present law in regard to the duties and compensation of the directors. Besides the township business, as member of the school board, the director is required by law to have charge of school property in his district, to select teacher, to repair school property, to purchase supplies, to preside at regular and special meetings, to regard advice of voters, to expel unruly pupils, to administer oaths; and he is expected to meet teacher at depot, to carry her to and from school on stormy days, to take her home at end of term, to be responsible for the scholars' education, to build fires and do a thousand other things, for all of which the law, in its liberality, says that "They shall receive one dollar per annum, and no more; and the members of the school

board shall receive no other compensation for their services during the year."

Is it any wonder that there is "neglect of school officers" and irregular and illegal action of school boards? The wonder is that the duties are performed at all. School officers should receive fair compensation for faithful work.

Every sub-district director should have power to make and sign a contract for his district with the teacher for the school. The treasurer should be required to pay each teacher upon an order from the director of district where school has been taught.

ROBERTS COUNTY.

E. S. IRELAND, Superintendent.

In reporting the condition of the schools in this county, I would say that we are making fair progress. We have school houses now for all the children in the county, and with two or three exceptions they are comfortable and substantial buildings; most of them are furnished with maps, black-boards, charts, etc., and are well taken care of by the school officers, pupils and those interested. Although the people of this county are alive to the educational interests of the children, they do not visit the school very much. They seem to think that if they provide a place for school, engage a teacher, and pay the salary. that is all that's required.

The attendance has been quite regular in most cases, except during the severe winter weather. In most cases the school boards have decided not to have school during the winter months in the country schools. The experience of last winter has induced them to be cautious in this respect.

The gradation of teachers' wages has had the effect to encourage those teachers who hold a low grade certificate to work for a higher grade. It has also been the means of discouraging some good teachers who hold second and third grade certificates, and cannot get first grade.

There is a difficulty here which is not very easily overcome. It is evident that we want as good teachers for the primary schools as there are, but under the present law, no matter how good a teacher may be, or how well adapted to teaching primary pupils, we cannot give her a first grade certificate until she pass a successful examination in Algebra, Geometry, Philosophy, etc., and some other studies which are not taught in our primary schools, and consequently she has to take the same wages as one who has had no experience in teaching. It is argued that such a teacher should study up and get a first grade certificate. True she ought to advance in the profession and become conversant with all the studies she expects to teach, but the average teacher in this country has never studied the higher branches of education, and comparatively few persons can take Algebra and Geometry without the aid of a teacher, become sufficiently proficient in them to pass an examination for a first grade certificate. It is

true that it would be a good thing if all teachers understood these subjects; but at the same time there are many persons who are acquainted with them, and yet do not know the first principles of teaching a primary school. Now while this system of grading teachers' wages according to their grade of certificate, may be all right, and no doubt it is, if the certificates are issued upon a correct basis, under the present existing circumstances, it has a tendency to cause many good teachers to take the same wages as an inexperienced teacher.

There is another difficulty in the way of the prosperity of our schools, the frequent change of teachers. A teacher goes into a school for three or four months, does good work, gets the school in good working order, and then another teacher takes the school. It may be the latter teacher is as good as the former, but there is a good deal of lost time in thus changing teachers. A teacher can only get started in a school in three or four months, and if we could devise some plan to engage our teachers by the year, I think it would benefit the schools as well as the teachers.

The supply of properly qualified teachers in this county has been very limited. Very few of those engaged in teaching have had the advantages of any special training for teaching. Here we see the benefit of the institute. We have had, in all, three institutes in this county, and they have been well attended. The teachers as a rule are anxious to improve every opportunity to advance in their profession. I think the oftener we can have institutes the better, and the present method, adopted by the territorial board of education, of holding institutes throughout the territory is a good one. But our county is so small that we are not able to have an institute more frequently than once a year.

The schools in this county are in their infancy, and we are trying to do what we can to raise them to a standard, worthy the name of the great Republic of which we form a part.

SARGENT COUNTY.

SAMUEL A. DANFORD, Superintendent.

In reply to your circular letter of August 6th, I would say: The people of Sargent county during the past year have made up their minds to stay here and have made marked improvement in the school buildings, in the way of painting, furnishing, etc. Improvements that I have suggested have in every instance been carried out.

Some of our school officers still persist in making school business the last thing they attend to, but our people have awakenened to realization of the fact that the common school is the hope of our country and I feel sure that our indolent school officers will be sent to the rear next June (superintendent too, perhaps). I have noticed while visiting schools that the people inquire eagerly for my opinion of their school and are always ready to co-operate in anything that will be beneficial.

The gradation of teachers' wages has done much in the way of making

teachers prepare themselves. Our teachers with but few exceptions have spent their vacation at the Milnor Normal School, during the past year and a half.

Our schools now, in fact, are nearly all supplied from the Normal School; I am inclined to think that instead of importing teachers from the east we should train the teachers here that the money and the talent will be here and stay here and will assist in making this the grandest state in the union.

The attendance upon teachers' institutes has been grand; our teachers have each time responded to the call and have been more than enthusiastic in the work. Prof. Ogden has done great work in these institutes, in fact has done a work that no other man could have done here, because he is one of us, knows us, and appreciates our needs, and more than that we have confidence in him and love him for his noble qualities and broad mind.

Our teachers readily took to the teaching of hygiene, and the work is being done as well as could be expected now.

I notice many defects in the school law that should be remedied, but will not name them here as I suppose it will be attended to by those in authority.

SPINK COUNTY,

R. MATHENY, Superintendent.

I herewith, submit, in brief, a report of the educational interests of Spink County. The annual report shows the value of school property (not including land) to be $96,484.00. The property is in good condition, both as to houses and furniture. Most schools are well supplied with maps, globes, dictionaries, and black boards. But one township in nineteen is not provided with above mentioned apparatus. Teachers and pupils have in many instances decorated the walls with mottoes and pictures, and in some cases a musical instrument forms a part of the furniture.

A growing interest is quite manifest among the patrons of their respective schools. This is due, in part, to a more decided feeling of permanency in the Dakota home, but largely, we think, this manifest interest is to be attributed to the increased zeal and earnestness of teachers; this zealousness is the result of inspiration caught at our semi-annual county institutes. In this connection it is worthy of notice, that the attendance has been one hundred fifteen and one hundred thirty-one, respectively, for the two last sessions, there being one hundred forty teachers in the county. Fortune seems to have favored us in that, our conductors have been of those leading educational spirits, whose aims are to dignify and elevate the character of the teacher. May the grand work of the county institutes go on. We hope that no wily demagogues may lead our people or our legislators to believe that appropriations made in behalf of teachers'

institutes are misapplied. Dakota educators do not mean to take the rear among those of the sister states. She will carry forward her school interests to keep apace with her political and business interests.

In our towns and vilages the same feeling of increased interest seems to prevail as in the rural districts. Excellent teachers have come in, and rival each other in their labors. Under the school law of 1887 permitting the creation of independent districts, our towns and villages have availed themselves of the advantages which independence allows to those schools demanding special privileges. Here, we will say, while the spirit of the law is wholesome, there is a lack of definiteness in its application to the many forms of municipal government. Adjacent territory is not so well defined as to know its limitations.

The Redfield College is an important factor in moulding the minds of our people in the direction of educational attainments. The normal department of the college adds to its usefulness and foreshadows great possibilities for the teachers of the county. The establishment of such a department was a wise movement. Many will seek its benefits who otherwise would never seek such instruction as is given by it. The establishment of these normal attachments will surely prove to be a great blessing to the common schools.

Attendance: Except in places remotely situated from school houses, the attendance is very general; but in this county with one hundred forty school houses, few are inaccessible to school.

Irregular attendance is much to be regretted, but the cause seems to lie beyond correction. Many people have been struggling hard to make new homes in a new land, and children's help has been required on the farms; added to this is the rigorousness of the winter time. Last winter was extremely severe. In the great storm of Jan 12th. one teacher, (Bessie Stansfield) was frozen to death. Two children badly frozen but recovered. One hundred teachers out of one hundred ten held the pupils over night. One thousand children were probably in attendance that day. Teachers in institute session took proper notice of the loss of one of their number, and passed resolutions expressing sorrow for the sad fate of Miss Stansfield. A monument fund was raised and sent to her relatives. The parents expressed gratitude by sending photographs of Miss Bessie to the teachers. Many schools in the county will be closed in January and February of this year.

We favor emphatically the closing of schools at the end of the school year. Little good is accomplished in teaching in the hot months of July and August. Complete annual reports from school officers could then be given. A little time, during institute session, devoted to the instruction of teachers, upon keeping teacher's register, will result in uniform and accurate reports being made.

Needs of special training for teachers are becoming more apparent to the people, and to teachers, every year. The county institute has awakened them to intense interest upon this subject. They see the demand and feel

the necessity. Low salaries do much to prevent their carrying out their desires in this direction.

Throughout the county a healthy improvement is noticeable in methods of teaching. Teachers are adopting the suggestions given at the institute and better results are seen in all lines of school work.

"Teachers' Association" and Reading Circles are organized in many parts of the county. These meetings are productive of much good, as the spirit of progress is kept alive, and afford to teachers opportunities to cultivate the social relations and literary tastes.

Uniform examinations are undoubtedly advantageous. Much trouble and expense are avoided. Teachers do not expect the favor often given by private examination. The superintendent is saved a vast amount of annoyance, and his attention can be given to other interests. By all means we want uniform examinations. Properly handled by a competent committee the question lists may be so arranged as to be a great factor in the advancement of teachers. A whole essay could be written on this subject. County superintendents cannot prepare these lists.

TURNER COUNTY.

CORTEZ SALMON, Superintendent.

In Turner county during the year ending June 30th, 1888, but little more than half the school expenditures was for teachers' wages. In some of the adjoining counties the case is different, and in two or three of them at least, teachers holding first or second grade certificates receive higher wages than are paid in this county. It seems to be one of the greatest disadvantages under which we labor that we are obliged to compete with schools operated under a different system, over the county line.

It appears that our schools cost us more under the present system than they did formerly and there is a tendency to lessen school expenditures by reducing teachers' wages. Consequently there is a constant emigration of our best teachers and we are compelled to make up the deficiency by using such material as we can find. Unless something can be done to secure uniformity throughout the territory, the schools of this county and of other counties similarly situated, must retrograde.

In the north and west tiers of townships in this county, the majority of the population consist of colonists from Russia who do not as a rule take as much interest as is desirable in American schools nor in fitting their children to become active supporters of our American institutions.

It would perhaps be well if the law should specifically require that at least four or five months school should be held during the year in each district, and that the quarterly apportionments of tuition money should be based upon the actual attendance and not upon the number of persons of school age.

The majority of our teachers who have had no special training fail in mathematical analysis, language work, and school government. In the

last named particular they are notably deficient and have most need of thorough practical training.

Probably five-sixths of our new school officers, at the lowest estimate, are without a copy of the school law, and they are working, to a great extent, without much knowledge of their duties, as most of the old officers appear to have worn out, mislaid or lost the copies given to them last year.

We have made a fair start in Reading Circle work but owing to bad weather and roads during the last winter the attendance at the meetings was somewhat irregular. We intend trying a somewhat different plan this winter and instead of trying to meet at a few certain points, will meet by twos and threes and upwards so as to avoid long journeys in bad weather.

UNION COUNTY,

W. H. H. FATE, Superintendent.

I have opportunity to make the following report of the educational interests of Union county.

1. The school property consists of frame wooden buildings situated on sites held by the districts by warranty deed, by authority through process of law, and by sufferance of individuals. The question of titles demands attention. Most of the buildings are in a good state of preservation but are too small and need more and better black-boards, and in many cases, dictionaries, maps and charts are needed. The districts are beginning to manifest some pride in the outside appearance of school property which is manifested in a few places by the planting of trees about the school house and fencing the yard.

2. The teachers of Union county are a body of earnest workers in their vocation, some are qualified by education and experience to teach with excellent success, but a large number are in need of special training for the work of the school room.

The demand for competent teachers and the ability to pay a fair compensation for services rendered is increasing continually. The successful teachers having had experience are hired by the year and the tendency to change teachers often is abating.

3. Two sessions of the County Institute were held during the year ending June 30th, 1888, and another since. They were conducted by Prof. J. F. Hirsch, of LeMars, Iowa, Gen'l. W. H. H. Beadle, of Yankton, and Prof. A. F. Bartlett, of Yankton. Two associations of teachers have been maintained for several years. The institutes and associations more than all else have added to the prosperity of Union county schools. I suggest that the law ought not only to make it the duty of the county superintendent to encourage and maintain these educational meetings, but teachers who attend and give diligent attention to the work of the session should by authority of law be paid a certain per diem sufficient to bear ordinary

expenses at least. Institutes of high order of merit should be fostered by the state as possessing merit for the improvement of county schools equal to that possessed by the Normal Schools. I think greater, because all the teachers may be improved and aided by the institute, while only a few out of the many will ever attend the Normal School.

4. For several years there has been a growing interest in the schools all over the county. During the year closing June 30, 1888, every part of the county had a successful term of school except two regions of overflow land, which contain in the aggregate only nine or ten square miles, with only a very few settlers on the higher parts. The terms of school, with a few exceptions, were from six to ten months. In these schools the whole course of instruction required by the law was in most cases taught. In some schools the pupils were well supplied with text books on hygiene, in other regions some of the patrons objected, but the teache r usually found time to give some oral instruction.

There were but three schools in this county which were graded by divisions under different teachers, namely: The Elk Point schools of District No. 3., having a high school course of study; principal, Prof. A. J. Kimmel, four subordinate teachers. The Jefferson schools of District No. 1, principal, S. A. Omdahl, one subordinate teacher, carrying a grammar school course of study. The Beresford School District No. 68, carrying a class in Algebra in addition to the usual grammar school course, S. M. Smith, principal, one subordinate teacher. But the Union county graded course of study wasmore or less closely followed in most of the schools, and over one-half of the schools have provided themselves with necessary record, of organization and classification to enable them to organize their schools as graded schools under the Union county method of organization.

The attempt to grade the schools has been to me satisfactory. Each year for three years past there have been classes which satisfactorily graduated in the course. Last May there were thirty-six applicants for examination, fifteen of whom were admitted to the class of graduates.

It is a source of gratification to me to know that the board of education of Dakota have prepared a graded course of study for country schools, and have sent it out for general distribution, as a guide and aid to system and efficiency in the schools. A county superintendent and the teachers of a county it they work harmoniously together, directed by a good course of study and method of organization, can accomplish many fold more in educational results in a given time than by the old pupil-go-it-as-you please method.

Non-attendance and irregular attendance of pupils is a great hinderance to the securing of educational results in some neighborhoods and it is very hard to correct it. It is more largely the want of interest in the schools than anything else and this again is the result of deficient intelligence on the part of the parents coupled with poverty or avarice; sometimes the result of prejudice. I think the best way to overcome it is to

choose county superintendents filled with benevolence, humility, devotion to the schools, wisdom in management, possessed of practical education that will be felt, who will surround themselves with teachers having like qualities. This evil may be somewhat forced out of existence, but much more thoroughly radicated by the warm beams of interest and intelligence thrown upon it by superintendent and teachers, dispelling ignorance and prejudice, and giving interest in educational training for the child. Ability to teach, and interest in, and love for these pupils, accomplish more than all else.

EXHIBIT NO. 5.

REPORTS OF CITY SUPERINTENDENTS.

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1. Department Circular Letter.
2. List of Cities having an enrollment of 400 pupils and more.
3. List of Cities having an enrollment of between 200 and 400 pupils.
4. Reports of City Superintendents.

1. DEPARTMENT CIRCULAR LETTER.

The following letter was sent to the Superintendents of the nine largest cities:

DEPARTMENT OF PUBLIC INSTRUCTION,
MELLETTE, November 20, 1888.

To.....

.....

DEAR SIR:—Will you please submit to this department within the next ten days, a written report, setting forth the conditions of the schools under your supervision; stating what have been your lines of advancement during the year ending June 30, 1888, and what, in your opinion, may further be done, with advantage. Please to use your own judgment as to the matter you shall submit. We desire to print this information in our report soon to be issued.

Very truly yours,

GEO. A. MCFARLAND, Sec'y.

2. CITIES HAVING AN ENROLLMENT OF OVER 400 PUPILS.

City	Principal.	Teachers employed.		Pupils enrolled.		Cost of tuition per month per pupil, 1888	Value of school property, 1888.
		1887	1888	1887	1888		
Fargo	E. H. Smith	20	.....	1052	.....	.....	.....
Sioux Falls	L. McCartney	19	.....	773	.....	.....	.....
Grand Forks	C. H. Clemmer	13	14	719	8 5	$2 52	$70,000
Yankton	J. D. Stay	19	19	717	717	1 00	50,000
Watertown	S. A. Foster	7	10	458	574	2 45	30,000
Jamestown	O. T. Denny	.....	10		542	.....	11,500
Aberdeen	B. F. Hood	10	10	455	527	1 05	25,000
Mitchell	H E. Kratz	9	9	459	495	1 40	20,000
Huron	E C. Patterson	11	10	453	504	1 95	40,000

3. CITIES HAVING AN ENROLLMENT OF BETWEEN 200 AND 400 PUPILS.

City.	Principal	Teachers employed.		Pupils enrolled.		Cost of tuition per month per pupil, 1888	Value of school property 1888.
		1887	1888	1887	1888		
Bismarck	C D Abbey	10	8	350	362	$2 19	$27,000
Scotland	R C Enos	4	8	286	305	4 22	14,000
Mandan	A S Parsons	6	.....	262	....	.....	....
Grafton	A L Woods	6	5	258	335	1 48	18,000
Deadwood	A T Free	6	6	230	256	3 23	18,000
Redfield	F S Beede	4	4	226	213	1 86	5,000
Valley City	E Winterer	4	...	224	..	.....	.....
Brookings	Merrill Robinson	4	4	220	224	1 70	6,000
Lisbon	W E Goodrich	4	5	216	217	1 54	8,500
Milbank	G W Prevey	4	4	215	294	1 34	7,000
Pierre	F C McClelland	4	5	213	200	1 94	5,000
Lead City	L A Fell	4	4	210	266	1 68	7,000
Wahpeton	W G Crocker	4	5	200	238	1 94	13,500
Vermillion	E E Collins	4	4	200	291	1 86	11,000
Canton	B H Perkins	4	5	200	255	1 57	13,000
Rapid City	Mrs M E Bishop	...	6	.....	390	1 92	22,000
Plankinton	H M Hoon	.....	4	...	205	.....	8,000
Madison	A J Sheridan	..	4		290	1 00	5,000

4. REPORTS OF CITY SUPERINTENDENTS

REPORT OF L. McCARTNEY, OF SIOUX FALLS.

TO THE TERRITORIAL BOARD OF EDUCATION,
Mellette. Dakota.

GENTLEMEN:—During the year ending June 30, 1888, the schools of this city have experienced a marked improvement in the methods of teaching. While no sudden and sweeping changes have been made, a constant improvement in the teaching has brought very gratifying results. Friction in the matter of discipline has decreased regularly, as the quality of the teaching has improved, showing that the management of the school depends chiefly upon the proper assignment of work and the correct practice of educational principles.

The year has also brought a marked enlargement of the school library, so that it is now believed to be the largest of its kind in Dakota. The good influence of this collection of books is very apparent. Many children who previously read worthless matter, or none at all, now read good books.

In a material way the schools have made rapid progress. At the beginning of the year they occupied four two-story buildings. During the year two additional sites have been purchased, and before January, 1889, one of them will be occupied by a beautiful and substantial stone school building.

Respectfully yours,
L. McCARTNEY.

REPORT OF C. H. CLEMMER, OF GRAND FORKS.

TO THE TERRITORIAL BOARD OF EDUCATION,
Mellette, Dakota.

Gentlemen:—In reply to your request for information concerning the public schools of Grand Forks, I have the honor to report that they are held in two large brick buildings, both heated by steam and each supplied with the most approved school apparatus, including single desks in every room. The teaching force comprises a superintendent and fifteen assistants, all graduates of normal schools or teachers of extended experience in good graded schools. The school year consists of nine months, and is divided into three terms of fifteen, eleven and ten weeks, respectively. The entire school course extends over a period of eleven years, as follows: Primary, two years; Intermediate, four years; Grammar, two years; High School, three years. Particular attention is paid to the Primary Department.

GRAMMAR SCHOOL.

In arranging the course of study, the fact that many pupils, from want of time or means do not go beyond the grammar school, has been

kept in mind, and the branches taught in that and the intermediate department are selected with a view to furnish a thorough, practical education.

HIGH SCHOOL.

There are three courses of study in the high school, viz: English, German and Latin. The Latin course prepares pupils for our territorial universities and higher institutions of learning.

During the school year of 1887-88 the enrollment reached 805; the average per cent. attendance 92½; per cent. of punctuality, 99. The schools were more closely graded and a new manual of our schools printed. Especial attention was paid to music and drawing. At the beginning of the present year we introduced interesting and valuable kindergarten work in the primary departments, which are the pride of our schools. A thorough course of calisthenic exercises was also introduced throughout the schools. Our high school is growing in popularity, as is evidenced by an increased attendance in all classes, particularly in the graduating class.

The most serious problem with us is the disposition of "Winter Pupils," or those who attend school through the winter months only. These pupils constitute about forty per cent. of the entire enrollment. They cause great annoyance to teachers in their efforts to bring all into alignment, and where such alignment is accomplished it is of short duration by reason of the early withdrawal of these pupils. We have found an ungraded department of great assistance to us, but at present we are considering the utility of night schools.

NORMAL COURSE.

We have recently organized a normal class; composed of those who have taught school and of those who expect to teach in the near future. The class is under the charge of Miss Clara L. Robenson, one of our primary teachers. These pupils will have the benefit of class work under the eye of a critic teacher. Among other items the course calls for instruction and practice in approved methods of teaching reading and writing; the Grube method of teaching numbers; drawing from objects, and illustrated with clay modeling, stick laying, paper folding and sewing; color and form and other features of kindergarten work; object lessons; language lessons; calisthenics; games and songs.

The enrollment and attendance at this date show an increase as compared with last year's record. It affords me much pleasure to report earnest and successful work on the part of both pupils and teachers. There is every reason to believe that the present school year will prove to be the most satisfactory in the history of our schools.

Very truly,

C. H. CLEMMER,

Grand Forks, Dak., Dec. 10, 1888. Supt. Grand Forks Schools.

REPORT OF J. D. STAY, OF YANKTON.

YANKTON, DAK., Dec., 10, 1888.

TO THE TERRITORIAL BOARD OF EDUCAJION,
Mellette, Dakota.

GENTLEMEN:—In reply to your letter of November 30th, requesting a written report concerning the Yankton schools, I submit the following report:

The public schools of the city of Yankton were organized under special act approved January 6th, 1875. The Board of Education, created by this act, found four schools whose sessions were held in one school house of two rooms, and in the rented basement of a church. Insufficient furniture, no apparatus, few reference books, and considerable indebtedness were difficulties to contend with. But four teachers were then employed.

From year to year the condition of the schools has improved, until at the beginning of the school year ending June 30, 1888, five buildings were occupied with two schools in each. Three of these buildings were brick, and two, wood. Each was provided with good desks of recent make, charts and maps; a Webster's Unabridged Dictionary was in each room, and the high school was provided with a moderate supply of apparatus and several reference books, including a classical atlas, histories, biographical works and cyclopedias. The number of teachers had increased to twelve, not including the superintendent, and among them were graduate representatives from Normal Schools or colleges in Iowa, Minnesota, New York, Massachusetts, Michigan and Ohio.

Their salaries ranged from $45 to $65 per month, averaging $52, while that of the superintendent was $1,500 per year.

When the schools were organized there were 289 pupils in attendance; during the year covered by this report there were more than 700, although the age of admission to the schools has been advanced from five to seven years.

For convenience in arranging work and classifying pupils, the schools were divided into primary, grammar and high school departments. The primary included the first four years or grades, and the grammar the next four, while in the high school the work was accomplished in three years. Owing to the large attendance in the two first primaries, a portion of these pupils attended the morning session only, and the remainder the afternoon session.

The course of study for the primary and grammar schools included arithmetic, grammar or language, reading and spelling, geography, physiology and hygiene, familiar facts, drawing, writing and lessons on morals, together with the usual amount of rhetorical work. Throughout the course quickness and clearness of thought, and accuracy of expression were sought, while neatness in doing work, and good order were constantly required. Good habits and power to do were considered as essen-

tials to be obtained in school work as well as knowledge.

Pupils completing the primary and grammar grade work in a satisfactory manner were entitled to admission into the high school where the following course of study was pursued:

HIGH SCHOOL COURSE.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
First year,	Algebra General History Latin Reader Literary Criticism and Reading	Algebra General History Latin Reader Literary Criticism and Reading	Algebra Botany Cæsar Literary Criticism and Reading
Second year	Geometry Physics Cæsar Literary Criticism and Reading	Geometry Physics Cicero Literary Criticism etc.	U. S. Constitution Physical Geography Cicero Literary Criticism etc.
Third year	English History Virgil Civics Literary Criticism and Reading	Rhetoric and Literature Virgil Chemistry	Moral Philosophy Laboratory work Literary Criticism and Reading

The literary criticism and reading consists of selections read from standard American and English writers, noting style, figurative language, etc., and compositions attempting to imitate points observed. The last year this work verged into a systematic study of rhetoric and English literature. At the close of this year there were six pupils graduated from this course.

Notwithstanding the improved condition of the schools over the earlier years, there were still many inconveniences. Some of the school rooms were overcrowded, no ventilation, poor light, cold floors in winter, and inadequate recitation room, were matters to be remedied. For some years the Board of Education had been devising means with which to erect a school house to replace and improve upon the two poorer buildings. During the year covered by this report they decided that the only way to build was to build, and accordingly in February determined that the rooms of the proposed structure should be ample, well arranged, ventilated, lighted, and heated, and that the entire building should be well-proportioned, and, both inside and out. suitably furnished and attractive. After much labor in examining different systems of heating and ventilation, and a dozen or more plans of school buildings, prepared by as many different architects, the board decided to use the Ruttan system of heating and ventilation, and also their dry closet system, and to employ as architects Messrs. Millard and Joy, of St. Paul, Minn.

Perhaps a brief description of the new building, begun in May last, and now nearly ready for occupancy, may not be out of place in this report, as ex-Territorial Supt. Beadle considers this the best building for school purposes in the territory.

The building is two stories above the basement, and its extreme dimensions are about 85 feet by 105 feet. The basement is nine feetin the clear, and each story above, thirteen feet. It contains nine school rooms, two recitation rooms, a library, a teacher's consulting room, an office, a laboratory, a work shop, and ample cloak rooms and corridors. Its foundation is of Dell Rapids quartzite, the watertable of Bayfield, Wis., sandstone, and the steps at the entrances are of Kasota limestone. Above the foundation the walls are of brick, "repressed," and trimmed with four belting courses of Stone City, Ia., limestone. The finishings inside are of Geórgia pine, in oil and varnish, oak stairways, iron corrugated ceilings in first story, and hard pine flooring. All plastering is "hard finished." Among the desirable features may be mentiond: The stairs are broad, easy treads, and broken by frequent landings; at the entrance the steps are inside, and thus protected from wind and storm; the hallways are well warmed, lighted and airy; the school and recitation rooms are provided with abundance of stone blackboard surface. Abundance of light enters each room from the rear and left of the pupils.—none from the right or front; the ventilation is so perfect that a room filled full of sulphur fumes, and with doors and windows closed, was entirely purified in fifteen minutes. There are two cloak rooms connected with each school room; the adornments and finishings are such as will produce the best intentive educational effects. The cost of the building is about $30,000.

With these conveniences we expect that the Yankton schools will make advancement along several lines which hither to have been impossible. Among these improvements two or three may be spoken of.

In the teachers' consulting room there will be on file many of the leading educational papers, magazines of literature and criticism, reference books, and a "Teachers' Interchange," consisting of paper clippings and of memoranda, indexed and alphabetically arranged into two leading departments,—first, of general information, and second, of methods. Under the former will occur such sub-topics as History, Biography, Literature, Politics, Art, Travels and Descriptlon; while under the latter are to be arranged Methods, Devices, etc., on the various topics taught in the schools. Each teacher will contribute to this interchange, and thus will be benefited in two ways,—by collecting and arranging useful topics, thus acquiring or strengthening habits of system in reading, and next, in having at hand an abundance of materials with which to illustrate topics and to interest pupils. In this way it is expected that the *esprit de corps* of our teachers, already good, will be largely increased.

Again, we shall be able to cultivate the spirit of neatness, order, carefulness, and attention to details on the part of the pupils, by quickening the desire to excel in all kinds of school work. With this in view, specimens of every-day work in geography, language and composition, writing and drawing will be collected by the teachers during the year, and at the close displayed as an exhibit in the new building. It is also intended to exhibit in this connection other work of pupils, made out-

side of school hours; this to include articles made from cloth, wood, clay, sewing, jackknife work, modeling, and perhaps even bread making. It will be seen that this is a guarded movement towards "manual training."

One thing more we hope to realize in the near future. To awaken the desire for, and cultivate the habit of good reading, it is proposed to carefull select a series of choice books, adapted to the pupils of the different grades, and to place these in cases iu the various school rooms, and in charge of the teachers, sometimes to be read in school by pupils as supplementary reading, occasionally to be read to pupils by teacher, but more often to be loaned to pupils for home reading. It need not be mentioned that this plan will not only afford themes for composition exercises, and other language work, but will place beforo pupils in an attractive form better ideas of character, and correct notions of life and its purposes.

Altogether, it is hoped that with the increased facilities just at hand, and with those soon to be obtained, the city schools of Yankton, while they have done admirable work in the past, are just beginning an era of marked advancement and greatly increased usefulness.

Respectfully submitted,
J. D. STAY, Superintendent.

REPORT OF O. T. DENNY, OF JAMESTOWN.

JAMESTOWN, DAK., Dec. 10, 1888.

TO THE TERRITORIAL BOARD OF EDUCATION,
Mellette, Dakota.

GENTLEMEN:—Your request that I furnish you some facts and statistics concerning the public schools of the city of Jamestown, arrived so late, owing to miscarriage, that time is left for but meager details.

The schools of Jamestown include two substantial and commodious buildings, with eleven teachers. There are twelve grades including the primary, intermediate, grammar and high school departments. Each grade covers one year's work for the average pupil. The last three years constitute the high school course.

The course of study in the high school, besides a brief review of some of the elementary branches, includes the elements of the natural sciences, Physiology, Botany, Physical Geography, Natural Philosophy, Zoology, Geology and Astronomy; Latin, including four books of Cæsar and two of Virgil or other authors; Mathematics to Trigonometry; also Book-keeping, Rhetoric, English Literature, Civil Government, and German throughout the course. Fourteen pupils have graduated from the High School, most of whom are now engaged in teaching. Other things being equal, the graduates of the High School are given the preference over other young persons who apply for positions as teachers in our city schools.

The usual commencement exercises are held in June of each year.

During the past year there have been added to the helps of the school a complete set of wall maps, a fine set of Anatomical and Physiological charts, and a very complete set of Physical apparatus. These have very greatly added to the efficiency of the schools.

For the first time German has been regularly taught in our schools during the past year. The experiment, though very successful so far as German is concerned, is attended with some losses and dfficulties in other directions, which make the results, if not objectionable, at least doubtful, in the present state of the school.

Much difficulty has been experienced in the effort to reduce tardiness and absence to the minimum. The unsettled condition of Dakota's population accounts, in a measure, for the great amount of absence. An attempt to overcome the difficulty by a stringent rule of the Board of Education, which practically suspended offenders, has not been attended with gratifying results. An intense hostility of parents as well as pupils, to anything which seems to curtail liberty, makes the enforcement of this rule difficult, if not impossible. This subject demands further attention of teachers and legislators.

The discipline in these schools is intended to be mild, but firm; the chief end in view being to reclaim the offender, and thus to relieve society from the burden and danger of ignorant and unsubdued characters thrust out of the schools upon the state. Cases of severe punishment and of expulsion are therefore rare.

The following figures, taken from the annual report for the year 1887-8, will close this report:

Number boys enrolled during year	259.
Number girls enrolled during year	283.
Total number enrolled during year	542.
Average attendance	300.
Per cent of attendance	92.1.
Number studying German	49.

Many parents move into the city from the country to enjoy the advantages of the public schools during the winter. In this way the schools of Jamestown are becoming a blessing not only to the inhabitants of the city, but also to those of the country who are largely deprived of such advantages in their own districts by the rigors of our winters.

Very respectfully submitted,

OSWALD T. DENNY,

Superintendent City Schools.

Jamestown, Dakota.

REPORT OF H. E. KRATZ, OF MITCHELL.

MITCHELL, Dak., Dec. 7, 1888.

TO THE TERRITORIAL BOARD OF EDUCATION,
Mellette, Dak.

GENTLEMEN:—In compliance with your request, I have the honor to present the following hastily prepared report of the Mitchell Public Schools.

BRIEF HISTORY.

Mitchell's first public school was organized and held during the winter of 1880-1. The West side school building was erected during the summer preceding at a cost of about $10,000 including the grounds. Two teachers were employed, Winslow Abbey and Miss Carrie Johnston, and about eighty pupils were enrolled.

In 1883, Mitchell secured her new charter. Under it our present system of schools was organized. Prof. Henry Falker was chosen principal with a corps of five teachers. Later a sixth teacher was added. The enrollment was then about 250.

In 1884, the beautiful and commodious East Side school house was built at a cost, including grounds, of about $10,000. Prof. C. M. Young was elected superintendent and took charge of the schools, assisted by a corps of six teachers. Enrollment had then grown to about 375.

In 1885, the present superintendent was elected, who remodeled the course of study, and secured a thorough classification of the pupils. The course is in all respects equal to the average city schools of the states as has been attested in the transfer of pupils from our schools to those of Minneapolis, Chicago, New York and other cities without demotion.

The first class, numbering five, was graduated in June of 1886. In 1887, a class of six graduated, and the same number in 1888. Eleven of these seventeen graduates have been or are engaged in teaching, and five have continued their studies in higher institutions of learning. That about thirty per cent. caught the inspiration for more advanced work and sought higher education, speaks well for the uplifting influence pervading the High School.

ATTENDANCE.

To give comparative statistics as to attendance the past three years would convey a wrong impression, because we have had two causes at work which have prevented the increase in our attendance which would otherwise have occurred: the location of the Dakota University and the Catholic School of the Holy Family in our city. These have drawn off over a hundred pupils that would otherwise have gone to the city schools. Despite this reduction, our attendance has grown to over 500 pupils, with a teaching force of ten members.

By constant effort and agitation of the evils of irregular attendance, our average daily attendance has materially increased and a very marked improvement has been made in fewer cases of tardiness.

PATRIOTISM.

Since our public schools are so munificently supported by the state in order to make good citizens, and since one of the most essential traits of a good citizen is a deep love for his country and the flag which represents it, we believe the cultivation of patriotism in our public schools a first duty, hence we are singing patriotic songs, patriotic lectures have been delivered to the pupils and patriotic stories told.

We also secured through a patriotic fund, beautiful silk flags and placed one in every school room, so that our pupils sitting under its silken folds might learn to love and reverence it. On "Flag Day" these were elevated to their places with speeches and songs.

AIDS.

Dictionaries, maps, tellurians and anatomical charts are supplied the different rooms as needed. The High School has secured through its own efforts, Johnson's Universal Cyclopedia, and other books of reference. It has also secured two well filled geological cabinets and a herbarium filled with a choice collection of Dakota flowers. Much interest was manifested by the pupils in securing, mounting and naming the different kinds of leaves found in this vicinity. The nucleus of an excellent library has been begun.

LITERATURE.

The course of study and the instructions are planned so that prominence is given to the subjects of language and literature. The best supplementary reading is supplied to all grades and no pains are spared, especially in the higher grades, to foster a love for the best literature.

Believing that great harm is being done by reading trashy literature outside the schools, we have tried, with some degree of success, to influence the home reading of the pupils by announcing that at some specified time they would be requested to hand in lists of the books and papers they had read. By thus keeping trace of their reading, we have been able to see marked improvement towards better literature.

Attention is also paid in all grades to memorizing choice selections for recitation in concert. In the High School as much time as possible is given to the careful study of some of our best authors, their beauty of style, choice of words, figures of speech, and richness of thought.

AIMS.

Mental development is our chief aim. Acquisition of knowledge is secondary but as far as possible that acquisition is made which will best fit the pupil for real life. Educational value, mental development, does not so much inhere in the studies themselves as in the methods of instruction.

In all our teaching, we keep in mind what the pupil will need in after life, e. g: In reading, ability to grasp thought promptly and clearly, power to condense a paragraph into the leading thought, ability in silent reading and taste for best literature. Or in Arithmetic, accuracy, rapidity, development of reasoning power, and logical expression of thought.

In morals we aim to arouse a keen appreciation of the beauties of a good character.

General intelligence is sought by encouraging the keeping pace with current events. Each morning in the higher grades, a brief digest of the news is presented by some pupil, or a discussion of a few moments, of any important topic of interest; thus not only interesting pupils in current events but developing their power of expression.

The general trend of all our work is (1) to arouse thought, (2) to develop the power to express thought clearly and logically, (3) to develop self reliance, not conceit, and (4) to inspire a strong desire for an intelligent, well poised manhood, or a cultured, refined womanhood.

Respectfully submitted,

H. E. KRATZ,

Superintendent of Schools.

REPORT OF A. M. ROWE, OF HURON.

HURON, Dak., Dec. 10, 1885.

TO THE TERRITORIAL BOARD OF EDUCATION,
Mellette, Dakota.

GENTLEMEN:—Your letter asking for a statement of what had been done during the past year, "in the line of advancement," in the public schools of Huron, reached me December 8, so that I was unable to reply in the time specified. Being a new man in this field, I can only state what has been done during the past twelve weeks. The work done has been as follows:

1. The Public Schools of Huron have been divided and classified into Primary Schools, Grammar Schools and High School.

The Primary Schools consist of four grades; the Grammar Schools of four grades; and High School of four grades. To do the work of each grade, it takes one year. Each year is divided into two terms of eighteen weeks each.

2. I have been studying the course of study as well as the wants of the pupils. As a result, besides adding some branches I have changed the order of others. The aim has been to arrange a course of study, the completion of which will give a symmetrical development of the powers of mind and body. I have not overlooked the fact that the product of the public schools is to be a citizen of this Republic.

3. I have tried to grade, so thoroughly, the schools that Huron might have a system of graded schools in fact as well as in name. While doing the above work, I have endeavored to develop, in the pupils, a love of study and a desire of advancement. I hold that a love of study and a habit of application are worth more to the pupil than the knowledge gained. The great difference in mankind is not so much a difference in natural endowments, or know ledge gained, as in the acquired powers of

application. That boy, or girl, who goes forth into the world, thus equipped, will be the boy or girl that will exert the greatest influence in the world.

4. While the above changes are taking place, the scholars are enthusiastically pursuing the regular work of the year. I am most cheerfully seconded, in all my work, by teachers, school board and parents.

The influence given to our schools by the latter has caused the enrollment, thus far, to reach six hundred.

Yours respectfully,

A. M. ROWE, Superintendent.

EXHIBIT NO. 6.

COURSE OF STUDY.

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1. **Introduction.**
2. **Course of Study for Rural Schools.**
3. **Course of Study for Graded Schools.**

1. INTRODUCTION.

A consistent course of study must recognize the following facts:

1. That there is a natural and correlated order of development both in mind and science; and that this order should be observed in planning a course of study.

2. That there are grades of scientific knowledge exactly suited to corresponding grades of mental development; and that this mutual correlation should be sought in the education of the child.

3. That a course of study for ungraded schools should be made some what general, so that it may be adjusted by the teacher to the varied advancements and circumstances of the pupils.

EXPLANATORY REMARKS.

1. All the sciences, and indeed, all forms of systematic knowledge have, as it were, rootlets and branches, or elementary forms, reaching away back beyond all merely formal science, and away down to the very beginnings of the child's conscious existence. Just as the food elements by which the child's physical nature is nourished, exist in varied degrees, and in modified forms in all true nourishments, from extreme infancy to maturity, so these science elements have distributed themselves through every period of his existence, constituting the great body of child knowledge and experience, good and bad, through every stage of his growth and education. This is seldom recognized by the educator, or the course of study; but it is none the less a potential factor in the forces producing the future man and woman. It is, therefore, the business of the educator and the course of study to take advantage of these facts, and to formulate, as far as possible these elementary forces, these earlier forms of knowledge, into elementary science for childhood and youth. This the kindergarten has done to a large extent.

2. This course of study is also planned with especial reference to another great educational fact, viz: that the child should find indicated, at least, in his school life, and especially in his course of study, the true order of thought and the true modes of living: that the learning and doing of those things set forth in his daily course, should not only develop his faculties to their maximum degree of activity and strength, but at the same time, put him upon the highway of a successful life career.

3. In view of the fact, that the schools of the territory are not uniform in respect to the number of school months in the school year, it is thought best not to attempt the classification of studies by terms, but by grades, except in the course for advanced grades, leaving teachers and boards of education to adjust it to their several needs.

4. All the studies and their accompanying exercises necessary for the

conduct of ordinary schools can be conveniently arranged under three general heads, viz:

I. Physics (or objects) and Forms. The first, including what is usually ranged under object lessons and objective teaching; the second, elementary geometry as applied to forms of measurements, the proper development of both of which will beget a necessity for

II. Number Lessons and Mathematics. As applied to the ordinary pursuits of life; and both of these general topics demand the use and development of

III. Language and Graphics. As the third great group of sciences, including reading, orthography, writing, drawing and all kindred branches.

And while the mere order of precedence in these general heads, may be somewhat a matter of taste, yet it is very evident that the processes of learning occur in this order, viz: 1st, impressions from without; 2nd, expressions of thought through the various avenues of language; yet it is equally evident that all of these processes are going on at one and the same time, the one implying and demanding the other, indicating that the whole mental machinery starts up at about the same time, but all dependent upon the first, Physics and Forms for impressions, etc.

Hence the first exercises of the primary school should be largely a process of impression, or the cultivation of the senses through perception, as impressions through the eye, the ear and the hand as the great impressionable organs or avenues; the latter, however, (the hand) being an impressionable and an expressionable organ, as in the case of feeling or touch, and in the graphic representation as writing, drawing, and gesticulations.

2. COURSE OF STUDY FOR THE RURAL SCHOOLS.

FIRST GRADE.

I.

LESSONS ON FORMS.

1. Train pupils to consider objects, as to form, size, location, color, motion, distance, and direction.
2. Paper folding and cutting. Building with blocks, toothpicks, etc. Moulding in sand or clay.
3. Maps and pictures drawn of familiar places and things.
4. Lessons on the forms and uses of different parts of the human body.

II.

LESSONS IN NUMBERS.

Lessons in numbers, with real objects, representative objects and numerical characters.

1. Counting with objects, forward and backward by singles and doubles to 100.

2. Analysis and composition of numbers to 50.
3. Notation and numeration of numbers to thousands.
4. Applications of simple numbers in problems involving the fundamental operations.
5. Drills on home problems Introduce simple fractions with objects

III.

LESSONS IN LANGUAGE.

1. Oral descriptions of persons, places, pictures, objects and events. Anecdotes read and repeated by the pupil. Short dictation exercises.
2. Words and letters learned from the chart, book blackboard with accompanying sounds. Simple diacritical marks learned.
3. Spell and define the meaning of all words in the lesson during the latter part of the grade.
4. Write sentences, easy compositions, copy lessons, fill blanks, and other exercises of like nature.
5. First reader should be completed in this grade and reviewed. Supplementary reading matter.

SECOND GRADE.

I.

FORM LESSONS AND GEOGRAPHY.

1. Oral lessons upon plants and animals and their habits; about springs, rivers, hills, mountains, plains, islands, etc.
2. Geography of the town or district, of the county and state. Points of the compass learned, and directions upon the map.
3. Drawing of straight or curved lines to construct figures.
4. Penmanship, a short daily exercise. Copy books 2 and 3 completed.

II.

NUMBER LESSONS AND ARITHMETIC.

1. Notation and numeration to 10,000. Roman notation to C.
2. Complete multiplication and division, and take up the elementary book. Mental exercises with complete analysis. Drill for accuracy and rapidity.
3. Simple tables in compound numbers learned. Drill in problems involving the tables and the simplest common fractions.

III.

LANGUAGE LESSONS, READING AND NATURAL HISTORY.

1. Short compositions and stories, letter writing and construction containing words, phrases and clauses.
2. Careful attention to the pronunciation and correct forms of speech. Teach the use of capitals.
3. Simple classification of words into the parts of speech.
4. Second and third readers completed in this grade. Spell all the new words in the lesson, both oral and written spelling.
5. Lessons on the human body and the effects of alcohol. Stories and compositions about animals, their homes and habits.

THIRD GRADE.

I.

FORM LESSONS AND GEOGRAPHY.

1. Lessons in plain drawing. Geometrical figures, as squares, triangles and cubes,
2. Elementary book in geography begun and completed in this grade. Five lessons per week, first half of grade, and three lessons per week during the last half.
3. Map drawing of the United States and continents.
4. Physiology and Hygiene during the latter part of the grade, two lessons per week.
5. Copy books number 4 and 5.

II.

NUMBER WORK AND WRITTEN ARITHMETIC.

1. Drill in mental exercises and home problems. Secure accuracy and rapidity.
2. Advanced book begun and completed through factoring and compound numbers. Review. Complete through common and decimal fractions and review.
3. Require analysis and proof.

III.

LANGUAGE LESSONS, READING AND HISTORY.

1. Composition upon prominent persons and events; descriptions of nations and countries. Dictation exercises.
2. Compositions and essays on business transactions, politics and current events.
3. Fourth reader begun and completed. Supplementary reading matter. Frequent use of the dictionary. Spell and define all new words. The spelling book may be introduced in this grade.
4. Study of parts of speech and classification of words of reading lesson. Book on formal grammar may be begun in the latter part of this grade.
5. Stories and conversations about United States History.

FOURTH GRADE.

I.

NATURAL SCIENCE AND GEOGRAPHY.

1. Physiology and and Hygiene from text book completed first half of this grade, two lessons per week.
2. Natural history—birds, fishes and reptiles.
3. Advanced geography begun and completed. Map drawing continued.
4. Drawing of geometrical figures and natural forms.
5. Copy book 6 and 7 completed. Three lessons per week.

II.

ARITHMETIC AND MATHEMATICS.

1. Advanced arithmetic through percentage and interest to partial payments with review of the same, and then the book completed with a review.

2. Mental problems and exercises with analyses,
3. Elements of book keeping with business forms.

III.

LANGUAGE LESSONS, GRAMMAR AND LITERATURE.

1. Fifth reader begun and completed. Spelling book continued.
2. Composition upon various subjects at least once in two weeks.
3. Review parts of speech. Analysis and synthesis of sentences. The book on grammar completed.
4. Primary history first half of grade, and elements of civil government during the last half.
5. Occasional study of American authors.

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3. COURSE OF STUDY.

FOR VILLAGE AND CITY GRADED SCHOOLS.

FIRST YEAR.

I.

LESSONS ON FORMS, DIRECTIONS, DISTANCES, LOCATION, SIZE, COLOR, MOTION, AND THE GENERAL PROPERTIES OF MATTER.

1. OBSERVATION.—Observation of objects as to above properties, testing the same with the hand (touch), and the eye (sight), or learning to feel and see. Carefully listening to stories and incidents, and to descriptions of the foregoing objects and places, from the teacher or pupils, or learning to hear.
2. DRAWING. Drawing horizontal, vertical and oblique lines. Curved lines should be introduced early. Invention encouraged from the first. Making of pictures and maps of rooms, yards, buildings and contiguous objects and territory.
3. MOULDING.—Moulding in clay and sand, representing hills, plains, valleys, rocks, rivers, banks and slopes of near and adjacent objects and territory.
4. BUSY WORK.—Building with blocks, tablets, sticks, tooth-picks, peas, etc., forms of symmetry, beauty and utility; as houses, domestic animals, flowers, fruits, furniture, utensils, ornaments, etc. Paper folding and cutting. Arranging buttons, beans, etc., into geometrical forms; figures, triangles, squares, etc.
5. GEOGRAPHY.—Short oral lessons upon points of the compass. Directions of things from pupil and of things from each other. Map of immediate vicinity of the school made and studied.

II.

LESSONS AND EXERCISES IN NUMBER. (1) With real objects as blocks, sticks, shells and other counters; (2) representative objects, squares, circles, lines, pictures and other marks; (3) numerical characters, both letters and figures.

1. NUMBERS.—Teaching the digital numbers from 1 to 10 inclusive. Counting forward and backward, by singles and groups, uniform and varied. Analysis and composition of numbers, using objects, marks and

figures, (the latter not till after the first six months or thereabouts) up to 20. Train the pupil to see the number of objects quickly and to express what he sees promptly.

The application of these numbers in addition, subtraction, multiplication and division. The application of numbers up to 20 should be made by objects in the hands of the teacher and the pupils and by marks upon the blackboard.

Rapid addition and subtraction, using objects, marks and figures in groups, both uniform and varied. Lessons should be short and lively.

2. WRITTEN WORK.—Addition of numbers composed of units and tens. During the year some simple fractions as ½ and ⅓ should be introduced by means of objects.

Multiplication and division of small numbers, at first, illustrated with objects, when the four fundamental operations should be used in rapid drill exercises, oral and written. Drill in making change and in measuring things.

III.

LESSONS IN LANGUAGE through things, properties, actions, names and numbers, etc.

1. READING.—Word exercises, oral and written, in which word forms and word elements (letters and sounds,) are used Words developed from pictures and objects, and learned from charts, books and blackboard. Train pupils to recognize and express words and sentences written upon the blackboard. Careful attention should be given to the thought in order to secure correct and natural readers. Gesture and all forms of expression cultivated from the first. Reading from the blackboard, charts, books and written cards, with careful analysis of the thought. The first half of the ordinary first reader should be completed and reviewed this year with some supplementary reading.

2. SPELLING.—Spelling by sound should be begun early and spelling by letter may be begun towards the close of the first two or three months. Drill thoroughly on each new word. Attention should always be given to the pronunciation and meaning of words.

3. LANGUAGE.—Conversations and other oral exercises in the use of language, as the description of present objects, pictures and places as to color, form, size, weight, texture, distance, location, etc., etc. Stories and incidents, real and imaginary related by the teacher and repeated by the pupil. Write new words as they occur in the reading lessons; write the names of the pupils and in latter part of the year copy sentences from the book or the black board. Short dictation exercises. In all exercises give attention to the use of capitals, and the period and interrogation point.

4. ORAL LESSONS.—Short oral lessons on the parts of the human body and their uses and upon the more common animals and plants. These may be made a part of the language lessons.

5. MORALS AND MANNERS.—Instruction should be given in truthfulness, purity, gentleness, honesty and other virtues that should be shown in the child character—including the learning of suitable maxims and memory gems, recital of select pieces of poetry and anecdotes. Concrete examples will have more influence with the child than abstract principles.

NOTE.—Singing, calisthenics, and other exercises, in whatever industrial features, may be introduced into the schools, varied with frequent talks with the teacher on health, cleanliness, modes of living and general information, etc., should be practiced daily.

SECOND YEAR.

I.

FORM LESSONS Representing Solids, Surfaces and Lines.

1. OBSERVATION.—The primary colors of the rainbow studied, with colors of common animals, forms of common plants, primary forms of solids as, cube, cylinder, pyramid, the common qualities of objects, as hard, soft, brittle, heavy, light, sweet, coarse, and the like. Talks about what was seen on the way to school, etc.

2. DRAWING.—Drawing representing plain surfaces and lines. Teach the ordinary linear units of measurement. Exercises in the division of straight lines into two or more equal parts. Particular care should be taken to secure the correct holding of the pencil while drawing.

3. MOULDING.—Moulding in clay and sand may be continued, representing geometrical forms. Some attempts may be made at moulding natural forms and simple maps.

4. GEOGRAPHY.—Oral geography may be begun with a study of pictures and points of the compass. Descriptions of known localities. Many drawings of familiar places representing surface features. Observation lessons on the seasons, day and night, times of the day, etc.

5. BUSY WORK.—Paper folding and cutting. Making natural and geometrical forms and figures. Working with any objects that the ingenuity of the teacher can provide with a view to training the eye and hand.

II.

NUMBER LESSONS AND ARITHMETIC.

1. NUMBERS.—Composition and analysis of numbers as far as hundreds. Counting forward and backward by groups. Notation and numeration of thousands and the Roman numerals to fifty.

2. ARITHMETIC.—Rapid exercises and reviews in fundamental operations. Written arithmetic through subtraction with much practice in simple home problems. Whole numbers and simple fractions combined and practiced. Many problems should be given involving both addition and subtraction in the same.

III.

LANGUAGE LESSONS AND READING.

1. READING.—Reading lessons from books. The first reader completed in this year and in some cases the second may be begun. Supplementary reading should be introduced whenever the lessons in the book have ceased to excite the proper interest. Practice in reading at sight.

2. SPELLING. Spell and define all new words in the reading lessons by sound and letter. Teach the common diacritical marks and to distinguish the sounds of the vowels. New words should be written and also spelled orally.

3. LANGUAGE.—Oral and short written descriptions of pictures, persons and things. Anecdotes read and written from memory. Scraps of history and biograpy repeated. Change the words of sentences without changing the meaning. Filling blanks and putting unarranged words into sentences. Synthesis of sentences. Change fragmentary and omitted parts of sentences. Have the pupil write brief stories that they have learned to tell.

4. ORAL LESSONS.—About the same as in the preceding grade. In addition thereto, lessons may be given on trades, professions, etc.

5. MORALS AND MANNERS.—Instruction of the previous year is to be continued. Use should be made for this purpose of the incidents of the reading lesson. The manners and personal habits of the pupils should receive especial attention.

THIRD YEAR.

I.

FORM LESSONS AND GEOGRAPHY.

1. OBSERVATION. Short daily exercises should be continued that will tend to cultivate close and accurate observation on the part of the pupil —that will tend to lead them to use their senses.
2. DRAWING.—Continue the drawing of geometrical forms and figures, both solid and surfaces. Invention should be encouraged. The first lesson on surface decoration may now be introduced.
3. MOULDING.—Moulding in clay, sand or putty continued, representing known localities.
4. GEOGRAPHY.—Oral lessons in geograpy, largely descriptive. Lessons about spring, rivers, hills, plains, islands, etc. The various great land and water forms should be studied together with their location upon the globe. Drawing skeleton maps representing the mountain systems of the continents. Drawing maps of the neighborhood of the home and school, locating prominent objects with regard to the points of the compass. Directions and distances of objects from the school house and from each other. Directions upon the map learned.
5. WRITING.—Copy book No. 2 completed.

II.

NUMBER LESSONS AND ARITHMETIC.

1. MENTAL EXERCISES.—Mental operations in business home problems. Tables of United States money and dry measure learned and frequent drills upon mental problems involving them. Complete analysis of numbers up to 100. Counting by 2's and 3's etc., counting forward and backward.
2. WRITTEN EXERCISES.—Written exercises in notation and numeration as far as thousands. Drill till the pupil can read at once and correctly any number below 100,000. Roman numerals to one hundred. Practice in the correct use of plus, minutes, etc. Complete multiplication through multipliers of four figures. Thorough and frequent drill and review of the fundamental operations. With practice pupils will soon learn to make a large share of the problems in their arithmetic work.

III.

LANGUAGE LESSONS AND READING.

1. READING.—The second reader should be completed this year with some supplementary reading. Careful attention to the correct expression of the thought.
2. SPELLING.—Spelling all new words of the lessons and give especial attention to the meaning of all words and expressions used. Words should be written and on review should be spelled orally. Analysis of words both by syllables and sounds.
3. LANGUAGE.—Conversations upon the reading lessons and other such exercises npon the use of language. Stories and incidents related and written by the pupil, corrected and written again. Similar ones invented, afterwards revised and written again. Write brief descriptions of em-

ployment and professions, and sentences containing given words and prases. Letter writing, one simple form. Simple clasification of words into the parts of speech. All errors in the use of is and are, was and were, I or me, that or those, etc., should be corrected and the pupils drilled in their correct use.

4. ORAL LESSONS.—Oral lessons may be continued as in former grades. Short talks about the productions of the county or locality. Lessons on animals, vegetables, grains, etc.

5. MORALS AND MANNERS.—Instruction in love for others, and in respect, reverence, obedience, gratitude, courage, etc., by means of stories, illustrative examples, memory gems, etc.

FOURTH YEAR.

I.

FORM LESSONS AND GEOGRAPHY.

1. DRAWING.—Construction of geometrical and mechanical forms with division into equal parts. Drawing useful machines and implements, as wheels, levers, wagons, pullies, utensils,etc.

2. GEOGRAPHY.—Lessons upon the town, county and state. The form and some of the motions of the earth with names and locations of the land and water divisions. Short lessons upon the races of men and their habitations. Map drawing with occasional imaginary excursions. Outline map of Dakota with the principal features and an outline map of the United States.

3. WRITING.—Copy book No. 3 completed.

II.

NUMBER LESSONS AND WRITTEN ARITHMETIC.

1. MENTAL EXERCISES.—Rapid review exercise in the fundamental operations, whole numbers and fractions used. Roman numerals to one thousand. The various forms of reduction of whole and fractional numbers. The simple tables in compound numbers learned. Mental operations in home problems. Frequent drill in making problems and mental exercise in problems involving simple fractional numbers.

2. WRITTEN EXERCISES.—Written arithmetic continued through divison of simple and compound numbers. Much drill in concrete problems of local interest. Operations to develop rapid computation. Careful reviews and supplementary work. Secure correct analysis.

III.

LANGUAGE LESSONS FROM ENGLISH HISTORY.

1. READING.—Third reader completed with supplementary reading. Practice in sight reading. Close attention to articulation emphasis and expression.

2. SPELLING.—Orthographic and phonic analysis with definition of words. The words in all lessons should be understood. Make sentences to illustrate the use of words. Study the suffixes and prefixes.

3. LANGUAGE.—Descriptions, oral and written, of animals and animal life, their homes and habits. Written descriptions of plants and their productions, uses and condition of growth. Encourage pupils to bring specimens and to observe differences and resemblances. Classification of words extended. Conversations upon familar subjects with a view to uultivate correct forms of expressions. Seek correct pronunciation and use of expressive terms. Frequent drill in this and the preceeding grades

upon letter writing.

4. ORAL LESSONS.—Oral lessons upon current events. the weather, upon banks, railroads, etc., and their uses.

5. MORALS AND MANNERS.—Short lessons upon common rules of etiquette and the relations of young people to each other and to older people. Lessons on honor, a good name, self control, manliness, forgiveness, etc.

NOTE—Supplementary studies may be introduced throughout the year to relieve any want of interest that may arise; while singing, calisthenics, marching and other physical exercises with systematic play should be practiced daily.

FIFTH YEAR.

I.

FORM LESSONS AND GEOGRAPHY.

1. DRAWING.—Drawing in this grade should be based upon the preceding work and the construction and study of mechanical forms, as in building, etc., with geometrical figures, as polygons, pyramids, circles, etc., should be continued. Inventional drawing should be encouraged.

2. GEOGRAPHY.—Written geograpy, elementary book begun. The introductory part and North America, including the United States, Mexico and British America should be completed and reviewed. Especial attention should be paid to the study of the geography of Dakota. Draw the maps and give special attention to the production of the several sections studied.

3. WRITING.—Copy book No. 4 completed with preparatory and accompanying exercises and drill.

II.

NUMBER WORK AND WRITTEN ARITHMETIC.

1. MENTAL EXERCISES.—Mental arithmetic should be studied, covering all the principles taken up in the advanced book. Continue exercises in business problems, including whole numbers and common decimal fractions. Oral and written analysis should be required.

2. ARITHMETIC.—The advanced book should be begun this year and completed through factoring and compound numbers. Teach the pupils to read the problems understandingly and to analyze the problem with the solution. Give many problems besides those in the book. Original problems prepared and worked by the pupils.

III.

LANGUAGE LESSONS FROM UNITED STATES HISTORY.

1. READING.—The fourth reader should be begun and the first half completed with supplementary reading, some of which should be of a historical character. The aim should constantly be to secure a full understanding of new words, a clear grasp of the thought and a proper expression of the thought and feeling. Pass nothing in reading without understanding it. Encourage frequent use of the dictionary and look up all the historical and mythological allusions and the meaning, idioms and forms of expression.

2. SPELLING.—Spell all new words in the lessons. The pupil should be able to spell correctly the words of the geography lessons as well as those of the reading lesson. The spelling book may be introduced this year. Drill in phonic and syllabic analysis, pronunciation of words often mispronounced, definitions and synonyms.

3. LANGUAGE.—Written descriptions of nations and countries. Occu-

pations of the various nations and their forms of government compared with our own. Short compositions upon prominent persons and events in United States history. Short conversations upon the life and character of the authors of the reading lessons and criticism of the style and language of the selections.

4. GRAMMAR.—The study of the parts of speech should be begun with the uses of each. Subject and predicate.

5. ORAL LESSONS.—One or two exercises each week upon elementary science. Talks about matter, its three states, about air, its composition, weight, pressure; water, its three states, its composition, etc.

6. MORALS AND MANNERS.—Short lessons on politeness, good habits and bad habits, industry, by means of illustrative examples; stories and memory gems. Cultivate a love for country and home, respect for those in authority, obedience to law, and fidelity to official position or trust. Aim to develop manliness of character and loyalty to duty.

SIXTH YEAR.

I.

FORM LESSONS AND GEOGRAPHY.

1. DRAWING.—Lessons in plain free hand drawing. Construction of geometrical figures continued. or any good system of drawing introduced into the school should be followed.

2. GEOGRAPHY.—The first book in geography completed this year, three lessons per week. The maps of the continents should be drawn showing mountain systems, rivers, lakes, principal cities, etc. In the study of geography it should be remembered that all facts are not of the same importance. Dakota should receive more attention than Minnesota, and Minnesota more than Nevada, because of its relations to our own state being closer. Less time should be spent in the study of Caucasus than the Alps, and in the study of Warsaw than of London.

3. PHYSIOLOGY AND HYGIENE.—Two lessons per week from a text book.

4. WRITING.—Copy book number 5 completed with accompanying exercises.

II.

NUMBER WORK AND ARITHETIC.

1. MENTAL EXERCISES.—Mental execises and analysis should be continued.

2. WRITTEN ARITHMETIC.—Advanced book completed through common and decimal fractions with review of the book up to that point Numerous problems should be given from other books for review work. Frequently require proof of the work and make it practical, not bookish. The pupil should be able to solve all problems without the book in the hand.

III.

LANGUAGE LESSONS FROM PHYSICAL SCIENCES.

1. READING.—The fourth reader completed. Spell and analyze all the new words in the lessons.

2. SPELLING.—Spelling as in the preceding grades.

3. LANGUAGE.—Lessons upon plant life with short compositions upon plants and their productions. Much practice in letter writing. Lessons

upon soil, climate, productions, races of men, kinds of animals, of the various parts of the earth, etc. This may be made a language exercise in connection with the geography lesson.

4. GRAMMAR.—The study of the parts of speech should be completed. The book on formal grammar may be begun in this grade. There should, however, be no abatement of effort to secure correct language and forms of expression. Attention may now be given to parsing to a limited extent and numerous sentences should be produced to illustrate the various nses of words and phrases. Sentence anaysis should be continued.

5. ORAL LESSONS.—As in the former grade and in addition to those topice there may be short lessons upon business transactions, legal forms, politics and current events.

6. MORALS AND MANNERS.—The work of the precding grades should be continued and enlarged.

SEVENTH YEAR.

I.

PHYSICS AND PHYSICAL SCIENCES.

1. GEOGRAPHY.—The first half of the advanced geography completed, or as much of it as is included in the introductory and general part, and the United States. Three lessons per week. Map drawing of the United States and of the continent as a whole, and in parts.

2. PHYSIOLOGY.—Physiology and hygiene from the text book, two lessons per week. Effects of narcotics upon the human system. Occasional illustrations with the organs of animals. The subject of physiology should be taught in such a way as will tend to correct the child's habits of living.

3. NATURAL HISTORY.—A study of the lower orders of animals and plants. This may be taken as supplementary reading.

4. DRAWING.—Continuation of the previous work.

31 5. WRITING.—Copy book number 6 completed.

II.

ARITHMETIC.

Advanced arithmetic through percentage and interest, to partial payments. Review of fractions. Practical problems without answers should be given after finishing each case to test the knowledge of the class. Practice in the transaction of business and the preparation of commercial papers, as notes of various forms, drafts, checks, receipts, invoices, bills of exchange, etc. Mental drills as before.

III.

LANGUAGE LESSONS AND GRAMMAR.

1. READING.—First half of the fifth reader completed. Careful analysis of the thought and a study of the author and his style should be encouraged. Fine thoughts should be selected and copied into a blank book. Short drills should be given in vocal culture. Some inquiry should be made regarding the home reading of the pupils and an effort should be made to guide the reading of pupils in proper channels.

2. SPELLING.—Spelling the words of the lessons, practice in the definition of words and the construction of sentences to illustrate their use.

3. LANGUAGE.—Frequent compositions by the pupils upon historical, biographical and literary subjects and current events. Occasional conversations upon current and historical events as they are brought up in the reading lessons.

4. GRAMMAR.—Short review of the parts of speech. Drill much in sentential analysis and synthesis. Careful study of the elements of the sentence. Classification of sentences. Correct false syntax.

5. HISTORY.—Primary history of the United States completed. Lessons on politics and political history of our own country. It is not necessary to have a lesson every day in this subject. They should include simple lessons upon the nature and functions of government. Lessons on the character of our state government and its officers.

6. MORALS AND MANNERS.—Lessons upon character, reputation, improper language, habits, temptation and duties and virtues as may be deemed important.

EIGHTH YEAR.

I.

NATURAL SCIENCE AND GEOGRAPHY.

1. GEOGRAPHY.—Advanced geography completed with map drawing. Trace the influence of geography on the history of the world. Locate upon the continental maps the principal natural features and the chief cities. Note the effects of climate as shown in productions of plants and the habits and characteristics of the people. The pupil should be taught to use his understanding and his imagination, and to rely upon them in the recitation rather than upon his memory.

2. NATURAL HISTORY.—Study of birds, fishes and reptiles.

3. DRAWING.—A daily exercise in free hand drawing. The work of the preceding grade continued.

4. WRITING.—Copy book Number 7 completed.

II.

ARITHMETIC.

1. ARITHMETIC.—Advanced book completed, with a review of the book from percentage. Continue drills for rapidity and accuracy.

2. BOOK-KEEPING.—The elements of book-keeping begun.

III.

LANGUAGE AND LITERATURE.

1. READING.—Fifth reader completed. Each lesson should be made the basis of a short, practical lesson in English literature. It should include the biography of the author, his place in literature, etc., and some criticisms of his works. Other literary selections by the same author should be pointed out for home reading. Take up the study of two or three American authors. Read selections of their works, accounts of their lives, etc. Keep in view the cultivation of good reading habits and the formation of correct tastes in literature. Short drills for vocal culture.

2. SPELLING.—Exercises the same as in the preceding grade. Short drills in orthŏepy, including the representation of the pronunciation of

words by syllabic division and diacritical marks. Cultivate an intelligent use of the dictionary.

3. LANGUAGE.—Formal compositions upon historical, literary, biographical, political and scientific subjects at least once in two weeks. Introduce occasional debates upon these and other subjects. The latter exercises will give opportunity for instruction upon parliamentary rules. The writing of letters and business papers (including letters of introduction, notes of invitation, business letters of all kinds). Also a general review of the subject of paragraphing, capitalization and punctuation.

4. GRAMMAR.—Complete the grammar with applications of the rules of syntax to the correction of faulty sentences. Too much time should not be given to parsing and the analysis of sentences.

5. HISTORY.—A review of the history of the United States and the elements of civil government completed.

COURSE OF STUDY

—FOR—

HIGH SCHOOLS.

		SCIENCE.	MATHEMATICS.	LITERARY AND PHILOSOPHICAL.	HISTORY.	REVIEW.
JUNIOR YEAR,	First Term	Physical Geography.	Algebra.	Rhetoric.		Arithmetic.
	Second Term	Physical Geography.	Algebra.	Rhetoric.		Arithmetic.
	Third Term	Natural History.	Algebra.	Am. Literature.	U. S. History.	
MIDDLE YEAR,	First Term	Agriculture.	Geometry.	Eng. Literature.	Eng. History.	
	Second Term		Geometry.	Eng. Literature.	General History.	Civil Government.
	Third Term	Botany.	Natural Philosophy.	Political Economy.	General History.	
SENIOR YEAR,	First Term	Zoology.	Natural Philosophy.	Political Economy.		Geography.
	Second Term	Geology.	Astronomy.	Mental Philosophy.		Grammar.
	Third Term	Geology.	Book-keeping.	Mental Philosophy.		Grammar.

Penmanship, Drawing, Spelling, Music, Composition, Declamation and Calisthenics throughout the course.

Where Latin is desired this course may be extended one year, and Latin may be taken through the course.

EXHIBIT NO. 7.

NORMAL SCHOOLS.

1. Report of the Secretary of the Normal Board of the State Normal Schools.
2. Report of the president of the State Normal School.
3. Report of Board of Visitors of the State Normal School.
4. Report of Spearfish Normal School.

TO THE HONORABLE, THE MEMBERS OF THE DAKOTA LEGISLATURE, AND TO HIS EXCELLENCY, GOVERNOR LOUIS K. CHURCH.

GENLEMEN:—In compliance with the requirements of existing territorial laws the members of the Board of Education of the Territorial Normal School, which is located at Madison, do respectfully submit, the following report, together with a detailed report from the President of the Faculty, showing the condition of the school in point of numbers, the work that is being accomplished; the disbursements that have been made for the maintenance of the school, and an estimate of its immediate future needs.

The school is now well established and the question of its maintenance is not one of experiment, for its usefulness is acknowledged from every quarter of the territory, and that through the patronage it is receiving from the best educators of Dakota.

Within the last six months, the attendance has been nearly double that of any previous period, and the indications are that the near future will find the walls of the present building too narrow to contain those who are seeking admission to the school. Indeed, that assertion might be truly made now, for many of the rooms are not large enough to answer the requirements, and especially is this notable of the chapel (which is but a large class-room), and some of the lower grade class rooms.

At the last session of our legislature an appropriation of $12,500 was made for hiring professors, teachers and assistants, all of which will have been expended before another appropriation is made. The amount is not enough for two years' hiring of the number and kind of teachers this school requires, and in view of the rapid gain in attendance, and a consequent necessity for more instructors, it is safe to say that an appropriation of less than $20,000 for the ensuing two years will be inadequate.

The appropriation of $3,500 was made for the President of Faculty's salary for two years, and we respectfully ask that the appropriation for the ensuing two years, be $5,000. We also invite your attention to salaries paid to presidents of other educational institutions in the territory.

A library fund of $500 was appropriated, with which some 500 volumes have been purchased, consisting mainly of the smaller reference books, and poetical works; but it has been found that $2,500 can be very profit-

ably expended in the purchase of encyclopedias, works of reference, histories, dictionaries, etc. This amount is an absolute necessity for the highest future welfare of the school.

The sum of $1,800.34 was appropriated for the purchase of furniture, including seats and desks, most of which has been expended for seats and desks, leaving but very little with which to purchase charts, and scarcely anything to use in the construction of library cases, cabinets for mineralogical and geological specimens, tables and laboratory shelves, etc.

There are now quite a large number of books that are not provided with shelf room. Through the efforts of Delegate Gifford this institution has been designated as a depository for public records and documents, quite a large number of which are now in the building and should be properly cared for by providing suitable cases therefor. At least $1,500 should be appropriated to the furniture fund for this school.

The school is almost entirely destitute of philosophical, chemical and experimental apparatus, as well as physiological, anatomical and botanical charts, etc., all of which are very essential to the successful operation of the school. We earnestly recommend that an appropriation of $2500.00 be made, for use in the procurement of such apparatus.

An appropriation of $500.00 was made, to cover incidental expense for two years, most of which had been pledged for the payment of debts created before the legislature convened; so there has been utter destitution in this fund.

The premium fund of $363.00 has been used mostly for incidental expenses, and it materially aided in procuring absolute necessaries, but witha bills audited and allowed for catalogue and stationery will create a deficiency in this fund to the extent of $200.00.

A school of methods should have a sufficient fund at its command to secure a uniformity of action, and in order to do this there must be a uniformity of material used, without depending on the promiscuous offerings of each student. For the ensuing two years $3,000.00 will not be an extravagant appropriation to this fund, nor more than will be actually needed, and we trust that the allowance will be made.

An appropriation of $3500.00 for the purchase of fuel and lights for the past two years has proven to be the right amount, but with additional building an extra $3000.00 will be required.

There was $2500.00 appropriated for hiring janitor, fireman and engineer, and the amount has proven to be none too much.

The sum of $5850.00 was apropriated for paying for the steam heating in Normal and Dormitory, which was the cost of the same—the debt having been contracted before the appropriation was made, and it has all been paid out.

Two years ago the sum of $26,912.17 was appropriated to pay for the new Normal building, erected to take the place of the burned building, all of which sum has been paid out on the contract for building. The debt created has been paid, and the territory is owner of as fine a structure as can

be found. But the capacity of the building is now inadequate to the needs of the school, and the Board of Education, unanimously, and with the unanimous approval of the Normal Visiting Committee, consisting of Gen. W. H. H. Beadle, Hon. Geo. A. McFarland and Supt. W. W. Spear, respectfully ask an appropriation of at least $100,000.00 with which to construct a main building that will afford additional and sufficient room for the successful operation of the school.

The dormitory which was originally paid for by the city of Madison constructed to supply a pressing and immediate need, has been partially provided for, the steam heating apparatus therein and the insurance thereon having been paid by the territory.

The city of Madison now has $14,120 invested in this building and the Board of Education respectfully ask that, first of all, this amount be repaid to the city.

The dormitory is used exclusively as a home for young ladies who attend the school, and is filled to its utmost capacity.

The upper story of the building is not finished, and $1,500 should be appropriated to complete the same and to extend the system of steam heating into those rooms.

We also recommend a further appropriation of $1,500.00 with which to purchase more furniture for dormitory purposes.

The management is, and has been excellent, but there is need of a little financial aid from the territory in order to provide a comfortable home for all those who come from abroad, at the same cost, as might be contingently found by a few elsewhere.

The grounds upon which the two buildings are erected belong to the territory and consist of a campus of twenty acres of excellent, undulating land, and under a good state of cultivation. But it is destitute of the proper improvement, save the planting of a few trees which have been placed there at the expense and by the free offerings of the students.

An appropriation of $1,000 is greatly needed for tree planting, and the further improvement of the grounds.

The sum of $712.26 was appropriated two years ago for the purpose of securing a well, wind mill and tank, all of which has been expended. A good well of water exists, and the wind mill and tank is erected over it, but the usefulness of them is destroyed because the above amount barely purchased the wind mill and placed it in position.

For the protection of the buildings and the improvement of the grounds there should be piping to convey water from the water tank to both normal and dormitory buildings and to different parts of the grounds. This is a much needed addition, not only for bringing into use the wind mill and tank in performing the function for which it was designed, but to aid in perfecting a water and sewerage system, absolutely essential in maintaining the present state of healthfulness. The imperfection of the presnet very limited sewerage is beginning to appear more evident as it is.

brought into requisition. Thirty-five hundred dollars can be profitably expended in the purchase of water piping, sewer pipes, plumbing for both dormitory and normal buildings, and for placing the same in position. It will also be impossible to secure a lawn and the growth of trees without this system being perfected.

With the hope that you will appreciate our past efforts in behalf of the school, and that a due consideration will be given to the merits of our very reasonable request, the above report is respectfully submitted.

J. A. TROW,

Madison, Dak., Nov. 30, 1888. Secretary of Board of Education.

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2. REPORT OF PRESIDENT OF THE STATE NORMAL SCHOOL.

TO THE HONORABLE BOARD OF EDUCATION, STATE NORMAL SCHOOL,

Madison, Dakota.

GENTLEMEN:—In compliance with your request I respectfully submit the following report of the condition and affairs of the State Normal School. The enrollment for the year ending June 28, 1888, was 225. During the year the school was reclassified, systematized, and developed; the course of study was changed and extended especially in the line of didactics. The latter step was taken by and with the consent of the Territorial Board of Education to whom the existing school law refers all courses of study.

A class of ten was graduated at the close of the year, every member of which is now teaching in the schools of this territory, except three. Of these three, one has moved to Washington Territory. One has entered the ministry, the third is a confidential clerk and book-keeper in the County Treasurer's office, Miner County. Those teaching are occupying positions as follows. One in the Canton schools. One in the schools of Alexandria. One near Fargo. One at Colman. One at Eden. Two in Graded Schools at Clark. At the begining of the present year the Faculty was greatly strengthened by the engagement of four new teachers. I have the assistance of as earnest and skillful a body of educators as can be found in any similar institution in the Northwest, and their influence is manifested in the improved condition of the school and the increasing confidence and patronage of the teachers and people of the territory. The school is growing rapidly. The enrollment for the Fall term at present date is 238, or seventeen more than were enrolled during the entire school year of 1887-8. At the present rate of increase it is confidently expected

that the enrollment during the Winter term will reach, if not exceed, 300. The pupils, as a class, are exceptionally fine in appearance, orderly in deportment, and earnest in preparing themselves for useful and progressive work in the school-room.

A large number have taught one or more terms before entering the Normal school and are here to become better teachers.

The function of the school is "to give special instruction in the science and art of teaching, and prepare teachers for the efficient discharge of their duties in the Public schools of the Territory," and to this end didactics and the practice school have been made the core or nucleus about which the work and growth of the school is centered. In the practice school the advanced pupils who have taken a course in methods learn under the direction of skillful teachers to apply approved methods in the actual classroom and adopt them to the conditions of the school. Each class devotes one year to the study of methods, and one to the practice work in the training department.

The Normal School in the performance of its legitimate work lies nearer to the people, and repays them more directly for funds appropriated for its support, than any other form of educational institution, by furnishing trained teachers for the schools of the Territory.

On entering, each student, in the Normal Department, is required to sign a pledge of which the following is an exact copy: "I hereby declare my intention to teach in the public schools of Dakota after receiving a course of training in this Normal School, and in consideration of such training I promise to faithfully seek to discharge my duty as a teacher to the best of my ability so soon as I have ceased to be a student in this school. I furthermore promise to report myself, semi-annually by letter to the President of the State Normal School at Madison, for the period of two years after leaving school in case I enjoy its privileges for one term or more; sickness or unavoidable cause alone excusing me from the strict performance of this obligation." In this way the Normal School is becoming an educational center, from which proceed streams of influence and assistance to the common schools. As proof that this influence and utility is not merely local it may be stated that the present attendance is derived from 25 counties, 5 of which are north of the seventh standard parallel.

The rapid increase of attendance has overgrown the capacity of the present buildings.

We have no room suitable for Assembly purposes and the students are uncomfortably crowded when seated in the largest room and in most instances three students are assigned to every two seats. It is necessary to the full success of any school that at regular times its members should be called together.

Enthusiasm, pride in, and loyalty to the school, order and system are there developed as nowhere else. The structure we now occupy is the west wing in the general plan.

We need the large assembly room of the main part. The largest room we now have is 30 feet by 42 feet and is entirely inadequate to the present demand. We need a labboratory for the use of classes in the Physical Sciences. This should be properly equipped with apparatus, chemicals, worktables, etc., etc., to properly illustrate and display the truths of science and the best methods of presenting them to others.

We have a microscope saved from the fire, and a collection of odds and ends and homemade apparatus that necessity suggested and desperation contrived. If we are to send forth our graduates equipped and prepared to teach the science, they must know from experience how to manipulate apparatus. If they are to understand the subject in hand thoroughly, to know it, they must be brought face to face with truth in the experiment. The present age demands of our schools the introduction of industrial work and manual training into their courses of study. We must teach and work in the line of advanced educational thought. Our teachers must go forth from this school prepared to teach this new gospel of truth. It is beginning to be recognized that the highest degree of education results from combining manual with intellectual and moral education.

We need room for the workshop and these modern adjuncts to the school. If this school is to carry the standard of educational thought, it must lead at the front and not follow in the rear. We need an addition to our library in the way of books of refernece, encyclopedias, works on pedagogy, biography, and books of general information. An excellent beginning has been made towards the formation of a useful and valuable library. It especially lacks in the features mentioned.

The reading room should be supplied with the best scientific and educational periodicals of the day, and book cases and tables are needed for the proper care of those we now have. For want of these things in the past we have been and are embarrassed, and have not known where to turn for relief.

We also need, with the growth of the school more instructors.

We should have an Institute Conductor of recognized ability to connect more thoroughly, the work of this Normal School with that of the county superintendents and common school and lead the attention of those desiring to fit themselves to be better teachers to the opportunities the school presents. Such a teacher is employed in all the best Normal Schools and is required to teach in the school when not in the field doing Institute work.

We also need a special teacher of the Normal Sciences. This is a field of a specialist and the work requires much time, and preperation, and work in the laboratory that no teacher, no matter how excellent his work may be, can give if he has subjects in other departments to teach. The rapid increase of population in our Territory, the remarkable development of her industries, the marvelous growth of her cities and villages, the wonderful extension of her railroad systems, the phenomenal expansion

in all material interests, the success in the past and the hopes for the future, have realized an equal growth and interest in educational thought and effort. This school has passed its infancy. It will never have less students than it has now. Its enrollment will continue to increase rapidly and its usefulness will widen and deepen. Let us, in building up this school, plan not only for the present but for the future.

Yours very respectfully.

WM. F. GORRIE, President.

Madison, Dak., Nov. 30, 1888.

REPORT OF VISITING COMMITTEE STATE NORMAL SCHOOL.

MADISON, Dak., Nov. 23, 1888.

HON. EUGENE A. DYE,

Superintendent Public Instruction,

Mellette, Dak.

SIR:—By appointment and direction of the Board of Education of the Madison "State Normal School," we, as a board of visitors, made a careful examination, extending over three or four days. Illness prevented Superintendent Spear, of Moody county, the other member of the board, from joining us.

We respectfully report that the most cordial reception was accorded to us by the governing board, the president of school, the instructors and all connected with the institution. This courtesy was marked and constant, and with it there was the greatest freedom permitted and invited in visiting every department of the school at all times and at our pleasure. We were thus able to enter every recitation room or witness every exercise unexpectedly and at any point in the progress.

One of our number had carefully examined the school as a visitor last year and we were able to compare the efficiency then and now. In nearly every department we find a steady and gratifying improvement. Several changes have been made in the corps of the instructors, with marked advantage. In many cases the best results have followed the judgment of the governing board in selecting new instructors or retaining former ones; and when even partial disappointment is felt it has not been from lack of very great preliminary study of applicants. The judgment was based upon testimonials and evidences as promising and apparently reliable as in cases where success was best. The same faithfulness applied hereafter will equip the entire school with a very superior body of teachers.

We note with great satisfaction the fine conduct and general bearing of the students, upon every occasion, in public and private, at recitation or table; there were ample evidences of discipline in the self respect, order

punctuality, good bearing and polite manners of all.

The pupils assemble first for chapel exercises and move at a signal by classes and to music to their recitation rooms. At the end of fifty minutes, at the sound of a gong, however engaged, all leave the work instantly and move in the same manner to the assembly room again. Then, and always to music and in perfect step and order, they pass to another recitation or duty and return in like manner. Thus the day is completed with an orderly snccession of duties, exactly timed and systematically arranged. In all these respects the general management by President Gorrie and the instructors deserves our complimentary notice. It is good training for teachers, develops grace of manner, promptness and system in duty and selfrespect.

We also commend the superior care of public property. We did not find a mark or defacement upon buildings, walls or furniture; a habit valuable for teachers to disseminate.

The moral character of the students seems equally good. They are industrious, attentive and show no tendencies to any form of dissipation. Their habits are excellent, and in these respects the town of Madison is very favorable to good character. Saloons in every form are rigidly suppressed by a steadfast public opinion that enforces law. The moral and religous tone of Madison is high and the location of the school at the town draws an increasing population of good character.

In age the students are younger than those of one year ago. This is due to the fact that a much larger per cent, are taking a full course, fewer old teachers are there for a term or two only, and the number who have taught school or held certificates is smaller in proportion. This is a desirable tendency.

The health of the students appears good and was reported to have been uniformly so since the school was opened. In this connection we are constrained to report that additional care is demanded for the future. There is no sewerage from buildings or grounds, no means for the proper disposal of waste, slops and other filth. The water supply is abundant but means is lacking to pipe it to the buildings and grounds for security against fire, to promote the growth of trees and grass or to use for sanitory purposes. The inestimable value of health and the cheap cost of adornment of the grounds and protection of the buildings suggest the early completion of these plans.

The Normal School dictates the standardof excellency for common school teachers. The most complete thoroughness should mark every step of progress in subject matter throughout the course, and coupled with this must be the best instruction in methods, the history and philosophy of education, the study of the human mind and the laws of its development. It should unite the common schools in fact with the manifest tendencies of education. Drawing and other semi-industrial arts and sciences should receive increased attention. Music and vocal culture generally requires more thorough instruction.

It is through the normal school that the common schools and all their teachers and pupils are to be reached will all their requisites, with fresh incentives and uplifting influences. The state has no defence for its special schools unless it thereby raise the standard of all. It must not so much actually train all therein but set the standard high for all that are trained anywhere. It is not so much the number the state educates and trains in its special schools that justifies their creation and maintenance as the high character of the work it does. It must educate a part at least so thoroughly and train them so highly that all schools and teachers, seeing the standard, will aim at like excellence. It must thus inspire all schools, and all students. A few so perfectly trained, at work in every county, will advance popular education more than the work and exan ple of many who are but poorly equipped. The state may be filled with private institutions, as some are, for the education of teachers, and show but a low and commonplace standard. Our state schools put among these and furnished with masters of the science and the best appliances will stimulate and uplift all. The state must graduate teachers of teachers, superintendents and leaders of the required advancement. Hence the sound educational doctrine: "Concentration of revenues for advanced education; diffusion of revenues for popular education."

The answer is made at once by many that there is pressing demand for teachers whether so highly trained or not, and that the school should furnish as many of these as practical. This leads to two or more courses, the elementary course intended to meet in part this demand. But all the work done for or by these should be the most thorough and the best. Ordinary educational advantages can be secured in a hundred convenient schools. Whatever the state gives in special lines should be always and only the best. To this end the amount required in salaries to employ the most able instructors in a few schools is a trifling sum. So we have advised all connected with the school and we publicly, as well as privately, urge that the Normal be made at an early day a center of sound, accurate and thorough scholarship and training, where every instructor shall, by example in teaching and by rigid training, develop in pupils only the best professional habits, where every department shall add merit to the whole, and every pupil, and the whole body of students together, shall be inspired by a love for pure English, good literature, useful arts, high scholarship and skill, and an abiding love for the work before them in life because their characters are rightly founded. The whole aim of a great normal school should be so high, and the commonwealth should so please to make it.

Toward this standard the year has shown fine progress. If each year shall show as marked a gain, the highest benefits to our public schools will flow from this school. Any one deeply concerned for our educational welfare who will now visit the school will express pleasure at the progress made. We spent several days succesively in the class rooms. We made no special appointments and passed without notice from one room to the

other, entering different rooms many times and at all stages of the recitation or exercise. Sometimes we would follow one recitation by another before the same teacher. In most cases the work was very satisfactory and often excellent in a high degree.

We should be unjust did we not report the valuable improvement in the Training School and in Theory and Practice of Teaching and in Methods; also in the work of the Critic teachers and in Drawing. Much remains to be accomplished in the latter, and time is required for results from methods only begun with this term. This department of training and criticism is now, as it should be, the central idea and feature of the school. It has this prominence in a systematized course of academic and professional instruction. We believe this course is well planned and made up. It embraces the best studies in literature, mathematics, history, physical science, civics and language, with quite thorough courses in physiology, teaching, the Philosophy and History of Education, and Pedagogy. All the usual grammar school studies are pursued by the intermediate classes, and Rhetoric and Education receive increased and able attention. Only the more advanced classes are prepared to take practice teaching and to profit under the skilled instruction and criticism of the able and experienced teachers in charge.

The other classes must rely mainly upon the examples and models of their instructors in subject matter and the habits formed under the discipline and methods applied in their own recitations. It is therefore apparent that the normal should be throughout a model school, and we trust the governing board will go forward vigorously in their plans already well advanced. In no school are poor teaching and careless methods so harmful as in the normal school.

The recitation and teaching in the practice schools by the senior class, indicated at once the good effect of their education. They showed alert, self-poised and trained minds, with intelligence, culture and good methods.

We doubted our authority under the law to examine the books and accounts, but they were voluntarily shown us by the board and by Secretary J. A. Trow. We freely say that they would prove a good model for the use of every similar institution. The system in the minutes of proceedings. auditing of accounts and the method of keeping the accounts of different funds and the clear relation preserved between all these, are admirable.

We refrain so far as possible from special personal commendation and criticism, both of which might have been applied; and we do not go into all the details of the needs of the institution, leaving that to the report of the Board of Education in charge of the school, which we commend.

There are manifest and pressing needs for additional library and for ample reference books as for physical and chemical apparatus. These are very inadequate, and those in use are largely the make of teachers and pupils.

We submitted to the Board very freely our views upon many points, for their consideration.

Respectfully Submitted,
GEO. A. MCFARLAND,
W. H. H. BEADLE,
Visiting Committee.

BIENNIAL REPORT OF THE BOARD OF TRUSTEES OF THE NORMAL SCHOOL AT SPEARFISH FOR THE YEARS 1887-8.

TO THE BOARD OF EDUCATION OF DAKOTA.

BOARD OF TRUSTEES.

JOHN A. WOLZMUTH. J. F. SUMMERS.
ALBERT POWERS. J. W. RAYMOND.
EUGENE A. DYE.

OFFICERS OF THE BOARD.

President—JOHN A. WOLZMUTH, Spearfish.
Secretary—ALBERT POWERS, Spearfish.
Treasurer—J. W. RAYMOND, Bismarck.

BOARD OF VISITORS:

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J. F. SCHRADER, - - - - - - - - -	Rapid City.
L. W. VALENTINE, - - - - - - - -	Spearfish.

FACULTY.

Principal,

FAYETTE L. COOK.

Assistants.

MARGARET A. THOMPSON.
KATHARINE J. BINGHAM.
ANNA C. FOCKANS.
CHESTINE GOWDY.
IDA M. CLEMENS.

Model School.

E. F. SNELL.
NONA CULBERTSON.
BERTHA YOUMANS.

Librarian.

CARRIE E. WILLIAMS.

TABULAR VIEW OF THE COURSE OF STUDY—NORMAL DEPARTMENT.

C. CLASS.

FALL TERM. 16 weeks.	WINTER TERM. 12 weeks.	SPRING TERM. 12 weeks.
Arithmetic.	Arithmetic.	Algebra.
Language Lessons.	Grammar.	Grammar.
Geography.	Geography.	Word Analysis.
U. S. History.	U. S. History.	Pedagogy.
Drills.	Drills.	

B. CLASS.

FALL TERM.	WINTER TERM.	SPRING TERM.
Algebra.	Geometry.	Geometry.
Physiology.	Rhetoric,	Physical Geography.
Composition.	General History.	American Literature.
Civil Government.	Drawing.	General History.
Practice.	Practice.	Theory and Practice.

A. CLASS.

FALL TERM.	WINTER TERM.	SPRING TERM.
Trigonometry.	Physics.	Botany.
Zoology.	English Literature.	Physics,
English Literature,	Psychology.	Applied Psychology.
History of Education.	Book-keepimg.	Political Economy.
Arithmetic.	Grammar.	Geography.

SENIOR CLASS, OR FOURTH YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
Chemistry.	Geology.	Geology.
Science of Education.	Scienceof Education.	Commercial Law.
School Management.	School Law.	Lectures and Discussion of Teaching.
History of Education.	Practice.	Elocution.
Methods and Practice.		Methods.

PROFESSIONAL COURSE.

FALL TERM.	WINTER TERM.	SPRING TERM.
Science of Education.	Science of Education.	Pedagogy.
School Management.	Psycholyg.y	Theory and Practice,
History of Education.	School Law.	Applied Paychology.
Method and Practice.	Practice.	Elocution.
	Review.	Lectures and Discussions on Teaching.
		Methods.

Exercises in Penmanship, Drawing, Vocal Music, Essay Writing. Declamation, Calisthenics. Reading and Spelling, are maintained throughout the course.

TRUSTEES' REPORT.

TO THE BOARD OF EDUCATION OF THE TERRITORY OF DAKOTA.

GENTLEMEN:—In compliance with your request, we have the honor to submit to you the following report of the Territorial Normal school at Spearfish for the two years ending November 30, 1888:

Three years ago the school opened with one teacher and seventeen students, in a region that was an unbroken wilderness ten years before; to-day the enrollment in the normal department is more than a hundred, the faculty numbers ten teachers that would be a credit to any institution of the kind anywhere, and the course of study is as thorough and comprehensive as that offered in many of the older normal schools. It is believed that such growth is without parallel in the history of normal schools.

ENROLLMENT.

The enrollment for the academic year ending in June, 1887, was as follows:

Normal Department, - - - - - -	110
Model Department, - - - - - -	161
Total enrollment, - - - - - -	271

GRADUATES.

At the close of the academic year, June 22, 1887, the following students were graduated:

Nettie M. Pratt,	Kate M. Kemper,
Maude A. Gardner,	Sallie R. Pryor,
Cora C. Grubbs,	Henry M. Jones,
Jean Cowgill,	Richard G. Whitney,
May Chase,	Eugene T. Pettigrew,

FACULTY.

We have been extremely fortunate in our selection of teachers, every one of whom commands the confidence and respect of students and patrons to an extent that is truly remarkable. The Principal, Professor F. L. Cook, has had a career as an educator that especially fits him for the successful management of a normal school. Before taking charge of this institution he was successively a teacher in country schools, pridipal of village schools, instructor in a commercial college, superintendent of a city school, a state institute conductor in Minnesota, professor in a state normal school, and county superintendent of schools. All the members of the faculty are graduates of normal schools. Miss Katharine J. Bingham is also a graduate of an excellent high school, and subsequently supplemented her education under the tutorship of professors in Carleton College and the Northwestern University. Before coming to Spearfish she had nine years of very successful experience in teaching.

Miss Margaret A. Thompson came to us very strongly recommended as a successful teacher and a woman of high character, and much was therefore expected of her, but she has disappointed no one.

Miss Anna C. Fockens was for several years a teacher in the Minnesota State Normal School at Winona, where she served so acceptably that the President of the school wrote of her: "She is a rare teacher and a grand woman." Just before coming to Spearfish she took a course in Wellesley College, Massachusetts.

Miss Chestine Gowdy began work with us only last September, but she has alredy convinced students, patrons and trustees that she is, as Principal Cook declared before she came, one of the best teachers in the West. She taught for several years in the Fairbault, Minnesota, high school and the superintendent of the Fairbault schools, Professor William West, wrote of her: "All in all, I think Miss Gowdy by far the best teacher with whom I have ever worked."

Miss Nona Culbertson is also from Minnesota, where she had an established reputation as one of the best teachers in the state. Her standing in the profession is shown by the fact that last summer she received four offers of desirable positions, one of them at a salary of $1200 per year.

Mr. E. F. Snell, who has been employed to take charge of the Grammar Department of the Model School, is a graduate of an eastern normal school, and has had four years of very successful experience in the schoolroom. He has made his school a model school in fact, as it is in name. It is undoubtedly one of the best schools in Dakota.

Being convinced that primary teaching is the most important and difficult work the teacher has to do, and that no normal school can be thoroughly successful which does not give its student-teacher practice teaching and opportunity to observe model teaching in primary grades, we were anxious to obtain the best teacher available for our primary model school. We were fortunate beyond expectation in securing for the position, through the recommendation of the Principal, the services of Miss Bertha Youmans, of Winona, Minnesota, a teacher rarely gifted for the work. We confidently claim that we have a primary model school that will compare favorably with any in the United States.

Miss Ida M. Clemens, who was employed at the opening of this school year as instructor in light gymnastics, reading and elocution, is a graduate of the National School of Elocution and Oratory, Philadelphia. She has taken a course of lessons of Murdock and a course with one of the best Del Sarte teachers in the United States. Her work has proved very satisfactory.

OBJECTS AND METHODS OF THE SCHOOLS.

It is our earnest conviction that there are few places where such an institution for the training of teachers could be more useful than here in the Black Hills. The surprising growth of the Spearfish Normal School

and the patronage that it has received from every portion of the region tributary to it show conclusively that it is filling a real need. It shall be our aim and pride as trustees to do everything in our power to make the school a thorough-going training school that shall command the respect and confidence of the best teachers in the territory, and do much to elevate the teacher's calling to a great profession.

The main object of the school is to fit students for teaching. It aims to do this.

1. By giving them a thorough and scientific knowledge of the common school branches, and such knowledge of other subjects embraced in the course of study as the time will allow.

2. By seeking to lead them to acquire a clear knowledge of the mental processes involved in learning, so that they may be able to train and develop the minds of pupils in accordance with the laws of their nature, to strengthen them in every correct habit of thought, and to present such motives as will lead to the discarding of bad habits of body and mind.

3. By a system of instruction in methods based upon a knowledge of mind and of each subject taught, special attention being given to methods of primary instruction, because primary teaching is deemed the most important and difficult work that the teacher has to do.

4. By giving a knowledge of the actual school, through systematic observation and many weeks of teaching in the excellent model school connected with the institution,

5. By striving to develop a high order of character, independence, self-control, love of learning, faithfulness to duty and zeal for teaching.

Though the school is designed for the training of teachers, and all students who graduate are required to take the full teachers' course, yet it is believed to offer superior advantages to those who wish merely to obtain a thoroughly useful education. Such persons will not be refused admission so long as the accommodations of the school will permit.

SCHOOL OF PRACTICE.

A department of practice is an essential feature of every thorough-going Normal School. Here the pupil-teachers observe the teaching and management of critic teachers of large experience and rare qualifications for the work, put in actual practice, with classes of real children, the theories taught in the Normal Schools, have their power to teach and hold classes tested by actual teaching, and are guided, encouraged, checked, at every step, as their individual wants may require.

Each pupil before graduating is required to teach one hour a day through twenty-four weeks of school, keeping one class long enough to thoroughly test ability and produce results. This work of teaching does not begin until after a year's study of methods.

BUILDING.

The last legislature made an appropriation of $25,000 for the erection of a much needed school building. This sum has been expended in the con-

struction of a stately and beautiful edifice, believed also to be one of the most conveniently arranged and substantial school buildings in the country. All who inspect it are astonished that so large and excellent a building could be built for so small a sum of money. It is of solid brick, with stone trimmings and metal roof, three stories in height, including a stone basement. The basement extends under the entire building, and contains large rooms for manual training, a carpenter shop, a gymnasium, fuel and furnace rooms and closets.

The first story above the basement is 13 feet high in the clear. It has a chemical laboratory (in a wing), 26 by 34 feet, with ceiling 16 feet, a beautiful room for drawing and the commercial department, 27 by 51½ feet, furnished with handsome tables, a museum 20 by 20 feet, an apparatus room, large and commodious wardrobes, and two corridors, each 14 feet wide. There are four entrances to this story of the bulding, and two stairways leading to the upper story.

The upper story is 15 feet high from floor to ceiling. It contains the main school room, 51 by 68 feet, having no columns; three recitation rooms, respectively, 20 by 37, 15 by 38 and 15 by 34 feet; the library, 20 by 20 feet; the office, 15 by 22 feet; and a corridor, 14 by 38 feet.

All the rooms are wainscotted to a height of about three feet, above which, in the assembly room, business and recitation rooms, blackboards five feet wide are arranged on every side, giving ample facilities for the largest classes to work at the board at once.

The Ruttan Manufacturing Company was awarded the contract for warming and ventilating the building, and for putting in the celebrated Smeal Dry Closet System. This has insured almost perfect ventilation.

Located on an eminence just outside of the city limits on the west, the normal school is almost the first object that attracts the attention of the visitor coming into the city from any quarter. Its site commands a splendid view of the beautiful Spearfish valley to the north, and the rolling uplands on the west; while east and south the foothills gradually merge into the high, dark blue peaks, with the Queen City seemingly nestling at their feet, the whole making a land-scape picture of rare beauty.

NECESSITIES.

We are much in need of a dormitory and boarding-house. The walk from town to school is inconveniently long for ladies. In a crowded and busy place like this, suitable accommodations cannot be found for a large number of students. With a dormitory and boarding-house, students would have more quiet and the cost of board would be materially reduced. The charge for board is much higher here in proportion to actual cost than in other parts of the Territory. Until such a home for students is provided many that are anxious to attend the school will be unable to do so.

Belonging to the school are forty acres of land that with a moderate expenditure could be made very beautiful. Nothing has been done to the

grounds as yet. We ask for an appropriation with which to begin their improvement.

The city of Spearfish is provided with an excellent system of water works, but the nearest main is about a mile from the Normal School, and it has been necessary to hire water drawn that distance in a water-cart daily. The building is entirely without fire protection. An appropriation is greatly needed to bring the water from the city and conduct it through the building.

The old building, a poorly planned and poorly built structure, is conducted with the new building, but thisyear it has not been used. Next year, however, it will be needed. It is desired to fit up the lower story for a chemical laboratory and to divide the upper story into recitation rooms. The chemical laboratory and the refitting of the building inside and outside, necessary to make it comfortable and convenient will cost about $2000.

A room has been set apart for a museum, but little has been done in the way of collecting specimens, because there have been no funds with which to provide suitable cases. A superior collection of mineralogical and geological specimens could easily be made in this region, there being a greater variety of rocks and useful minerals than is elsewhere known to exist in any area of like size. It is desirable, too, that the study of geology should be made very prominent in our course of instruction, as it is of greater practical value here than in most places. One thousand dollars would supply the want.

When the contract for the building was let it was expected that red brick would be used, and grayish white sandstone trimmings were selected to match. It was afterwards found that a much better quality of white brick could be made than of red, and these were selected, but the cut stone trimmings and the brick do not match and the outside brick should be painted red.

The Normal School is practically without a reference libary, as nearly all the reference books used are loaned by the Principal. There is pressing need of at least $2000 to be expended in books.

We append a table showing the expenditures for building purposes, water supply, improvement of grounds and running expenses that we deem necessary for the proper maintenance of the school dnring the next two years. Viewed in the light of the history of the school, we submit that these estimates are moderate, and we earnestly urge that the sums named be appropriated. Teachers' salaries must necessarily be higher here than farther east, on accout of increased traveling expenses, and the much greater cost of board, clothing, etc

For erection and furnishing of dormitory and boardiug house	$15000
For cost of conducting water from city and through building	4000
For improvement of grounds	3000

For painting outside brick	700
For chemical laboratory and refitting old building	2000
For fitting up museum	1000
For library	2000
For salary of principal two years	5000
For salaries of ten teachers two years	20000
For salary of janitor two years	1200
For fuel and lights	1000
For incidentals	2000
Total	$56900

FINANCIAL STATEMENTS.

Construction Fund.—For construction the legislature two years ago appropriated $25,000. All of this sum except $6 has been drawn and expended. But there is no deficiency. The building is finished and paid for.

Fund for Salary of Principal.—The appropriation was $3,600. Of this $3,300 has been drawn.

Fund for Salaries of Teachers.—This appropriation, was $12,000. Of this $11,003.80 has been expended.

Fund for Janitor's Salary.—Of the $1,000 appropriated $890 has been drawn.

Fund for Library and Apparatus.—The entire appropriation of $800 has been expended, except $9.44.

Respectfully Submitted,
JOHN A. WOLZMUTH,
President of Board of Trustees.

EXHIBIT NO. 8.

REPORT OF NORMAL WORK IN PRIVATE AND DENOMINATIONAL SCHOOLS.

1. Department circular.
2. List of Schools appointed to do normal work with name of principal of the normal department in each.
3 Written reports of principals of the normal departments.
4. Record of attendance with amount paid each Normal Department.

CIRCULAR NO. 8.

DEPARTMENT OF PUBLIC INSTRUCTION,
TERRITORY OF DAKOTA.

CONCERNING NORMAL INSTRUCTION IN PRIVATE SCHOOLS AND COLLEGES.

The board of trustees of any school or college designaeed by the Territorial Board of Education to give Normal instruction to teachers as provided in section 152-157 of the school law of 1887 (Chapter 47, Session Laws 1887), must send to the Territorial Board of Education a written acceptance of the appointment and an agreement that the provisions of the law and the following regulations of the Territorial Board of Education will be faithfully observed.

Each school so designated shall adopt the course of study for its Normal department that is prescribed by the Territorial Board of Education.

The principal of the normal department and all teachers in that department must be approved by the Territorial Board.

The Territorial Board reserves the right to prescribe the qualifications for admission to the free normal classes.

The Territorial Board may prescribe the questions for any or all examinations, and may at any time conduct a special examination in order to inform themselves on the kind of work being done.

No free normal class shall exceed twenty-five in number nor contain less than ten pupils.

No tuition will be allowed by the Territorial Board for any pupil who remains in the class for a shorter period than ten consecutive weeks.

All pupils admitted to the free normal class of the above named schools shall be accorded the same privileges as pupils in any of the departments of the schools, as to lectures, libraries, reading-rooms, dormitories, clubs, societies and general musical advantages.

No other tuition than that paid by the Territory shall be charged any pupil in these classes for any study in the normal course.

The Territorial Board reserves the privilege of granting diplomas to such pupils as may in the future complete the course of study therein provided for.

None of the classes whose tuition is paid by the Territory shall be taught by any person not a graduate of some college or normal school of recognized merit and who shall not have been approved by this board as before provided.

Each school accepting this appointment binds itself to designate one member of its faculty as principal of the normal department, whose first and most important duty it shall be to teach the classes of the department and supervise the work of any assistants he may have in the department; but nothing in this clause shall prevent his teaching classes in other

departments of the school if his time permits. nor from receiving into the classes of the normal department any pupils of other departments that may be pursuing the same studies as the normal class.

The principal of the normal department of any institution accepting this appointment shall make an annual report to the Territorial Board upon blanks furnished by this department.

A permanent record shall be made of each pupil's standing, attendance etc., and preserved during the course.

The pupils of this department of the school shall be excused if they desire from any exercises where sectarian doctrines are taught or any comment made upon the Scripture.

The Territorial Board may at any time, when in its opinion any school accepting this appointment is not doing satisfactory work or when any of the rules and provisions of this agreement are not being observed, withdraw from such school after a three-months notice any pupils whose tuition is being payed by Territorial funds.

At the close of each term of twelve weeks the president or principal of any school so designated and the president of its board of trustees shall certify to the Territorial Board the names of each pupil in attendance in the normal department together with the length of time attended by each, and the Territorial Board will audit the amount due each school, allowing the sum of one dollar for each week's attendance of each pupil.

The faculty of any of these schools may require of any pupils admitted on these conditions the same obedience to the rules and regulations of the school as are required of pupils in other departments, except as otherwise provided and may inflict the same punishments and penalties for violation or infraction of rules and for neglect of duty.

The management of any of these schools may advertise this department in any manner they may choose in order to increase the attendance of the department.

CONDITIONS OF ADMISSION.

Candidates for admission to the free normal department of the above named schools must be at least seventeen years of age, of good health, good moral character and must declare their intention of remaining in the school at least ten consecutive weeks. They must also file their declaration with the principal that it is their present intention to fit themselves for teaching.

Holders of certificates to teach in any of the counties of Dakota, graduates of the common schools and all pupils who have completed the first year in the high schools of any of our cities will be admitted to the first year's class of the normal department without examination. Candidates for advanced standing must be examined in the work of the previous grades.

Candidates for admission to the first-year class must be able to pass successful examination in Reading, Penmanship, Spelling, Geography, Arithmetic through fundamental principle of percentage, and English Grammar and parsing.

Each pupil is expected to furnish his own text-books and other materials necessary to the thorough prosecution of his work.

LIST OF SCHOOLS APPOINTED TO DO NORMAL WORK.

NAME.	LOCATION.	CONTROL.	PRINCIPAL NORMAL DEPT.
Groton Collegiate Institution.....	Groton.	Presbyterian.	Jas. A. Marshall.
Jamestown College.	Jamestown.	Presbyterian.	N. M. Crowe.
Dakota University	Mitchell.	Methodist.	P. A. Reno.
Territorial Normal School.	Milnor.	Private.	John Ogden.
Pierre University.....	Pierre.	Presbyterian.	D. M. Blackburn.
Redfield College.....	Redfield.	Congregational.	W. H. Dempster.
Scotland Academy.	Scotland.	Presbyterian.	Alexander Strachan.
Yankton College.....	Yankton.	Congregational.	A. F. Bartlett
*Arvilla Academy.....	Arvilla.	Private.	J. A. Brown.

*Appointed September 15th, 1888.

YANKTON COLLEGE.

YANKTON, DAK., Dec. 5th, 1888.

TO THE HON. TERRITORIAL BOARD OF EDUCATION,

GENTLEMEN:—In compliance with your request, I herewith submit a brief statement of our normal work of last year.

Owing to the lateness of the appointment of this college for this work no normal class was admitted until about the last half of the year. The class was consequently small—about half the number allowed by law. Under these circumstances we could not accomplish all that we desired. All members of the class were required to take a thorough review of arithmetic and English Grammar, and one other study. Special attention was given to language work and methods of teaching. Exercises in elocution drill were given three or four times a week. Most of the class passed the county examination for teachers and secured second grade certificates. Seven members of the class are now engaged in teaching in this county.

The prospects of the coming year are much more encouraging. Applications for admission to the class far exceed the number allowed. We have made special provision for them in all things pertaining to their work and expect very satisfactory results. The law which establishes and provides for the maintenance of these special normal schools appears to me to be wise and timely. Some of my reasons for thinking this are the following:

1st. These schools help greatly to furnish the supply when the demand is great. The demand for good teachers is always greater than the supply furnished by the regular normal schools. This is especially true in a new and growing country like Dakota.

2d. Many persons now teaching, though imperfectly qualified; are led to attend a training school near home when otherwise they would not think they could afford it.

3d. It will lead many to take a full course of study and thus prepare for the greatest efficiency.

4th. The result of all this will be to raise the standard of the teachers in the vicinity especially and thus furnish a solution to the most vexing problem presented to county superintendents.

Very Respectfully,

A. F. BARTLETT,

Principal Normal Department.

PIERRE UNIVERSITY.

W. M. BLACKBURN, D. D., President.

EAST PIERRE, DAK., Dec. 1st, 1888.

HON. GEO. A MCFARLAND,

Secretary of the Territorial Board of Education.

DEAR SIR:—I respectfully submit to the Board, which you represent, the following general report of the Normal Department in Pierre College for the year 1887-8.

The Normal department was organized under the provisions of the school law and the rules of the Board of Education, at the beginning of the fall term. The instructions were given during the year by the teachers here named: The President (as principal of the Normal Department) in Composition, Pedagogy, Natural Science and Science of Education. Prof. G. G. Hitchcock, in Latin, Geometry and Political Economy. Miss Mary R. Campbell, in Latin, Elocution, Essay-writing, English Literature and Book-keeping. Mrs. A. L. Hitchcock, in Drawing and Vocal Music. Miss E. M. DeLand, in Algebra.

Reviews in the common branches were taken as far as appeared necessary. The chief studies most common to the department were Algebra, Geometry, Book-keeping, Composition, Elocution, Rhetoric, English Literature, Civil Government, Physical Geography, Elementary Geology, Latin, Pedagogy in its several divisions, History of Education, and Latin.

The studies prescribed by the Board of Education were taken in the order given, as far as possible, while retaining the advantages of class-work. The aim of the teachers was to make their teaching an example to the learners, and to lead the students into the materials, as well as the methods of instruction; and to secure original investigation with independent thought.

The Normal students took part in the exercises of Literary Societies, and at times held institutes for the discussion of questions such as are common to Teachers' Institutes. The plan of using two text-books on subjects admitting of it, and thus having the advantages which come from rivalry, wider research and discussion, proved itself worthy of adoption.

The attendance of Normal students was as follows:

8 continued through the year of 36 weeks. (Sept. 14—June 7th).

2 continued about 26 weeks.

1 continued 22 weeks.

3 continued respectively 10, 11 and 16 weeks.

A total of 14 students; average of 11⅓; average age 18.

Two of the ten young ladies were graduated, and they have received the normal Certificates from the Board of Education. They are now teaching graded schools in towns in Dakota. Two others have taught schools in the country since last April. Two are now tutors in our Academic Department. Eight of the class may be able to complete the Nor-

mal course the present year. It will be seen that most of the reported class were well advanced in the required studies, and they will soon be qualified to teach schools, if they are not already teaching.

These students, at the time of entrance, resided in counties to which Pierre was more accessible than any regular Normal school. I know of no one of them who would have entered a Normal school in Dakota, if they had not come here. The same may be said of the twenty normals, eleven of them here last year, now in attendance at Pierre College. Most of them came from this part of Dakota in which this college supplies the evident need of Normal instruction. Others intending or actual teachers would have attended here last year, and now would be here, if they had the means to defray the necessary expenses. These facts seem to justify the provisions of the school law for Normal classes in private colleges. Teachers are in demand for this and neighboring counties and this Normal Department has begun the work of meeting the demand. The supply may thus come from the counties which need the teachers. What is thus true of one section of country quite dependent on an accessible Normal department, may be true of other sections equally dependent on such a privilege; hence the utility of the law for Normal instruction. The cost of the instruction given here last year may be seen from the special reports (about $394), and the economy of the plan will scarcely be questioned.

Respectfully submitted,
WM. M. BLACKBURN.

REDFIELD, Dak. Dec. 8th, 1888.

TO THE TERRITORIAL BOARD OF EDUCATION,

GENTLEMEN:—I take pleasure in submitting, at your request the following report of the normal department of the Redfield College.

Though elected as principal of the Normal Department in September of 1887, my duties did not begin till December 1st, 1887. The Department was organized according to the provisions of the law and the requirements of your honorable body.

Normal students have been instructed by the following named persons: Rev. David Beaton, President of Redfield College, in Civil Government and U. S. History; in Language and Grammar by Prof. J. W. Parkhill, in Book-keeping and Penmanship by Prof. I. A. Shanton.

In my absence the work devolving upon me has been most ably performed by Mrs. R. B. Hassell, a lady of rare ability as a teacher. Her merits are well known to you and no other assurance is needed that work was well done. During the fall term the work in Arithmetic was in charge of Mrs. W. R. Dower who is also well and favorably known by you.

The instruction in vocal music has been entirely in charge of the one at the head of such work in the college. Mrs. Wheeler, the instructor is meeting with marked success with the Normal students.

The work as outlined by the Board of Education has been most thor-

oughly carried out. Particular attention has been given to the instruction in the common branches. Excellent work has been done in Reading, Penmanship, Spelling, Grammar, Physiology and History, with their various attendant subjects.

Besides receiving the necessary instruction in the branches belonging to their respective grades, students have had constantly kept before them the fact they were preparing to teach the same subjects. But this has not comprised the work in methods. In addition to the above, students have pursued the study of the History of Education and have been given formal instruction in methods of teaching. The work in methods has been carried on by class exercises and discussions culminating with the formal dictation of accepted pedogogical principles. The work of essay writing and declamation has been an important feature.

I believe that all of your requirements have been so fully carried out that a rigid examination by you would satisfy you as to the character of the work done.

ATTENDANCE.

The attendance has been very good indeed

In the Fall term there were enrolled.....15
In the Winter term there were enrolled.....22
In the Spring term there were enrolled.....16
At the present writing there are enrolled.....29

Of those paying their tuition three, lack but little of the required age (17). Their presence and earnestenss in preparing for the work of teaching is an indication of the demand for Normal Instruction.

Of the 29 different pupils receiving instruction last year ten have spent several weeks of the summer and fall in teaching in the schools of this and other counties. Last year there were no students taking work more advanced than that outlined for the second year of the course. At the present writing there are three students pursuing the third year work.

I think it is safe to say that out of each year's students, one third will actually engage in teaching before again seeking admission. Of all availing themselves of the offer of free tuition it can be truthfully said that they are earnestly preparing for a great work. Some few will be able to remain almost continuously through the course. Out of the whole number enrolled last year and up to present writing I can only find two who were so situated that attendance upon any other school, where special preparation for teaching might be obtained, was at all probable.

Of the number now enrolled 15 were present a portion of last year. This to me shows that the advantages offered by the Normal Department are demanded. The previous statement of the number actually engaged in teaching shows that the advantages are put to practical use.

The demand for teachers who will do more thorough work is great in all parts of the territory. Within the past few weeks I have received letters from six different superintendents asking for teachers who will do good work. On the other hand a number of applications for positions in

the Normal Class for the winter term have been received. It may be that a number of these will be obliged to defer attendance by reason of inability to obtain free tuition.

The wisdom of the law putting these Normal Departments within the reach of so large a number, is seen in the increasing demand for the advantages and the use made of them.

I am respectfully yours,

W. H. DEMPSTER,

Principal Normal Department, Redfield College.

MILNOR, DAK., Dec. 8th, 1888.

TO THE TERRITORIAL BOARD OF EDUCATION.

GENTLEMEN:—Normal Schools have come to be considered a necessary part of evey system of education that has just claims to completeness. So dependent are the schools of a state or territory upon the character of its teachers, that the most liberal provisions, in this regard, are the acknowledged evidences of wisdom and economy. Hence, nearly all the states, especially those more recently admitted into the Union, have recognized this fact in the organization of their school system.

The school laws of Dakota are framed with wise reference to the development of one of the greatest systems of public schools yet planned in our republic. Hence, the provisions for Normal Schools and Normal School instruction are most liberal.

The southern and southwestern portions of the territory have been already partly supplied; and it is now proposed to establish one for the eastern central part, at Milnor, Sargent county. It will command a range of counties, representing some of the most fertile and populous districts of the territory, a region equaling in extent one-half of New England, and whose population and improvements will soon rival the best eastern enterprise.

The following summary will show how much has been accomplished in this direction, up to December, 1888.

ITS HISTORY.

In the summer of '87 a class of some 25 young people, mostly from Sargent county were organized into a Normal Class for special drill in branches, and in methods of learning and teaching. About three-fourths of these were either teachers or those preparing for teaching

After an interval of some three months, during which time the present principal was engaged in the Institute work of the territory, this first session was followed by a winter term of four months, 1887-8 the township board having fitted up the second story of the large and commodious school building at Milnor, making three good school rooms for the use of the normal school, placing the village school—two grades—at the dispcsal of the principal as a model school.

This term numbered 46 in the Normal and High School department, 25

of whom were territorial pupil-teachers, as provided for in Chapter 47 of the school laws of 1887. The lower grades in the Model school, numbered 60. These were called A, B and C, primary. And the teaching was done, in fact, by the members of the Normal Class, under the supervision of the principal and critic teacher.

This term was followed, in July and August, by another special summer session of 12 weeks, during which an enrollment of 30 was secured, 21 of whom were teachers. These latter secured the benefit of the territorial aid referred to above.

The opening of the present term was delayed by institute work till Nov. 12th, 1888, when the school opened with an improved organization, and with a largely increased attendance in the normal and high school department. A musical department was added, a regular critic teacher in the Model school employed, and a kindergarten and a business department provided for.

The total attendance the present term will probably reach 150, and every indication seems to favor the establishment of a permanent normal school at this point. It is not a mere department having other and ulterior interests to look after; but its whole object and organization look to the special training of teachers for the schools of the territory.

Its course of study and training for teachers is much the same as that now published in the *"Course of Study for the Public Schools of Dakota,"* issued by the department of education, while the Model school follows the course published for the common and graded schools of the territory.

The following constitute the present Faculty of Instruction, and Board of Directors: John Orgden, A. M., Principal, Natural Science, Rhetoric and Pedagogics. Miss Emma F. Bates, English and Latin Languages and Mathematics. Miss Mary L. Wolfe, Teacher in Model School. Mrs Anna B Ogden, trainer in Kindergarten and Model School W. P. Hershey, Teacher of Vocal and Instrumental Music.

The purpose of this school, including all of its departments, is the preparation of its pupils, for the active duties of whatever vocation they may choose, and particularly to supply the public schools of this vast region, that is so rapidly developing, with the best trained teachers. No better security can be given for the future prosperity of this or any other district of country.

This school will afford to teachers and others the advantages of thorough, systematic training, without incurring the expense of traveling abroad or even into adjoining states. On the other hand, it will invite not only an increase in general population and improvement, but teachers and pupils from other states will be attracted to the advantages of a new and vigorous life in the west.

While this school will make no pretensions, at present, to a full collegiate course of instruction, yet the branches selected are such as, when thoroughly mastered, will give all the discipline, and as much more of the necessary accuracy and precision to business habits, and ability to

teach, than are possible where the strain is continually to cover a large surface, and a wider scope of knowledge, in a limited time.

The special object, therefore, shall be: Not how much, but how well; not how many things, but how proficient in the few essentials; not "how soon can I complete a course," but "how thorough and efficient can I become."

These, and kindred conditions, must mark the entire course of study; and more especially, the pursuit of it. Success depends more upon knowing a few things well, than upon knowing many things indifferently; upon ability to do, rather than even upon a capacity to know. The law of learning is more important to the learner, especially if he expect to teach, than the learning itself, even as ability is more than possibility.

THE PLAN OF ORGANIZATION.

Embraces, first: A Normal Department, or Normal School proper, in which, in addition to thorough and critical reviews of the ordinary branches of study, careful attention is given to the study of principles, and the practice of methods of teaching, based upon the more recent researches into the philosophy of the child mind, as associated with a physical dependent science, viz: psychology and human physiology, as they stand related to human growth in all that pertains to manhood and womanhood. To this is added such practice in the model school as renders this knowledge both forceful and practical in teaching.

Second: An Academic department, or Township High School, with one principal for the present, who is assistant in the Normal school. This department affords all the advantages of the ordinary academy or high school in which students of the Normal School study or review such branches as are found in the territorial course of study.

Third: A model school of three grades, first and second primaries and an intermediate or grammar grade, the latter covering all the branches usually taught in the common school, except those belonging to the high school.

This department is taught by one principal assisted by pupil-teachers om the higher classes of the Normal School.

The entire system is under the control and management of the principal of the Normal school, who is also superintendent of the schools of the township, thereby not only furnishing uniform supervision to all the town schools, but affording just opportunities to the Normal pupils, to observe and study the entire system of graded schools, and of the organization and management of the common district school.

It would seem from the foregoing that all this school now needs, in order to take rank with the other normal schools of the territory, are the sanction of legislative enactment, and such aid as shall enable it to offer free tuition to all teachers who shall comply with its requirements.

Its Board of Directors has become an incorporate body, and ample funds have been guaranteed to defray running expenses until such time as an appropriation can be secured; and committees have been appointed, both on needed legislation, and to secure lands and a site for suitable buildings.

Respectfully Submitted.

JOHN ODEL, Principal.

RECORD OF ATTENDANCE.

NAME OF INSTITUTION.	Term	No. of pupils.	No. of weeks of attendance.	Amount due.	Total amount due for term.	Total amount paid the institution during yerr	Amount not allowed.
Groton College	Winter	8	14	$112 00			
	"	3	13	39 00			
	"	4	12	48 00			
	"	1	11	11 00			
	"	1	10	10 00	$220 00	$ 220 00	
Jamestown College	Fall	20	12	240 00			
	"	1	10	10 00	250 00		
	Winter	25	12	300 00	300 00		
	Spring	10	11	110 00	110 00	660 00	
Mitchell University	Fall	17	13	221 00			
	"	2	11	22 00			
	"	3	10	30 00	273 00		
	Winter	9	13	117 00			
	"	12	10	120 00			
	"	4	12	48 00	235 00		
	Spring	20	12	240 00			
	"	2	11	22 00	262 00	820 00	
Milnor Normal School	Winter	15	17	235 00			
	"	6	16	96 00			
	"	3	13	39 60			
	"	1	11	11 00	401 00		
	Spring	10	10	110 00			
	"	7	10	70 00	180 00	580 00	$ 9 00
Pierre College	Fall	10	14	140 00			
	"	1	12	12 00	152 00		
	Winter	10	12	120 00			
	"	1	106–7	10 80	130 80		2 00
	Spring	10	10	100 00			
	"	1	113–7	11 42	111 42	394 22	
Redfield College	Fall	7	14	98 00			
	"	1	13	13 00			
	"	1	12	12 00			
	"	1	11	11 00	134 00		
	Winter	12	13	156 00			
	"	1	20	20 00			
	"	1	19	19 00			
	"	1	18	18 00			
	"	1	17	17 00			
	"	1	10	10 00	240 00		14 00
	Spring	10	11	121 00			
	"	5	10	50 00	171 00	545 00	
Scotland Academy	Fall	10	12	120 00			
	"	1	11	11 00			
	"	1	10	10 00	141 00		
	Winter	14	11	154 00			
	"	4	10	40 00			
	"	1	17	17 00			
	"	1	19	19 00			
	"	1	15	15 00	245 00		17 00
	Spring	5	11	55 00			
	"	6	10	60 00			
	"	1	13	13 00	128 00	514 00	16 00
Yankton College	Winter	9	11	99 00			
	"	1	10	10 00	109 00		8 00
	Spring	10	9	90 00			
	"	1	8	8 00	98 00	207 00	4 00
						$3940 22	

EXHIBIT NO. 9.

INSTITUTES.

1. Department Circular No. 9.
2. List of Institutes, fall course.
3. Attendance, Record, etc., fall course.
4. Receipts and Expenditures, fall course.
5. Department Circular No. 12
6. List of Institutes, spring course
7. Attendance, Record, etc., spring course.
8. Receipts and Expenditures, spring course.
9. Sample Certificate of Attendance.
10. Sample Notice to School Officers.
11. Sample Notice to Teachers.
12. List of Institute Conductors with Addresses.
13. Reports of Institute Conductors.
14. Record of bills drawn on Territorial Treasury and allowed.

CIRCULAR NO. 9.

1. DEPARTMENT OF PUBLIC INSTRUCTION,
TERRITORY OF DAKOTA.

PERTAINING TO INSTITUTES.

It is the present intention of this department to arrange two courses of institutes per year Each county will therefore have two institutes of one week each. We think that experience in this and other states has shown that institutes of two weeks are not as productive of good results as those of one week, and at present we shall not plan for any two-week sessions. The autumnal institutes will be held during the months of September, October, November, and a few in early December. The spring course will begin about the middle of March and continue through May. We shall in every county appoint a conductor (See Sec. 19.) and hereafter we shall designate an assistant, when the funds of the county will permit it, who will in most cases be a resident of the county or some adjoining county. County superintendents are requested not to employ more than two instructors Too many instructors distract the minds of teachers and prevent systematic work. Evening lectures may be provided where they can be obtained without much expense. Twenty-five dollars will be appropriated from the territorial treasury for each week's institute, which may be added to by any funds the county commissioners may appropriate (See Sec. 108).

DIRECTIONS TO SUPERINTENDENTS.

Superintendents are reminded that very much of the success of institutes depends upon their own personal work done before the session begins and continued to its close. Interest must be awakened in the work and success of the institute in your county. This must be done largely by the superintendent Your teachers must attend, or little can be done.

If your fund is low, do your best to get an appropriation from your county commissioners, or in other ways try to raise the funds. In some counties the superintendents solicit contributions, and are quite successful.

The conductor appointed in your county will have the general direction of the instruction, but you should be present every moment, and generally have a place upon each day's program

In making your announcements you should remind teachers that they must attend, and school boards should be informed that according to the teacher's contract, schools should close for the institute. (Sec. 85.) Teachers will receive half-pay if in attendance, but can receive nothing if not at the institute. Certificates may be withheld or revoked for non attendance at the institutes. Emphasize these facts in all your announcements.

Superintendents are requested to forward to this department copies of circulars, programs, etc.

The superintendent should see that the room is well supplied with charts, blackboards, globes and other illustrative materials, and conductors will see that they are used and that teachers are instructed how to use them in their schools with success

Superintendents will please to make an itemized report to this department, upon the day following the close of the institute, of the entire expense of the session, and also an extended report of the work done, etc. Blanks will be sent from this office for the first of these reports.

Superintendents will also see to it that the room is provided with an organ or other musical instrument, and that music is made a part of every program. It is further advised that one teacher be appointed to preside at the instrument during the week in order that embarrassing delays may be avoided.

The superintendent should be supplied with note-books so that each teacher may be provided with as many as may be necessary. The various publishing houses have these note-books for free distribution, and will be very glad to furnish them upon application.

The social feature of the institute should not be neglected. A committee on introduction should be appointed at the first session to continue through the week, and the first evening can be pleasantly and profitably spent in a social way. The superintendent and conductors should be present at these meetings.

Superintendents will confer a favor by sending to this office copies of resolutions, etc., and newspaper reports of the institutes or of any of its sessions, or comments on the school work of the county.

You are directed to so use the funds in your hands that you will have enough to supplement the territorial fund in the spring institute.

Do not announce that the Territorial Superintendent or any member of the board will be at your institute unless you have his promise that he will attend.

TO CONDUCTORS.

You will please meet with the members of the Territorial Board at Mellette, Friday, September 2d, to consider plans for the work before us this fall. Come prepared to advise us in this important work, and to help devise a systematic plan of work.

A short lesson should be given each day on the school law, especially bringing out those sections that pertain to the teacher in his relation to the patrons and the school board.

Programs should be arranged and announced to the institute at least a day in advance, and instructors should be held rigorously to the time allotted them on the program.

You will also send to this office a written report at the close of the session, which shall give your impressions of the condition of the school affairs of the county and of the work of the institute. Please to examine while in the county the superintendent's records and report the kind and condition of the same, and inform us whether the examination papers are filed or not. You are not sent as a spy to do this work, but rather to advise the superintendent and assist him in his work, to the end that somewhat of uniformity may prevail.

Please to make out your bill at the close of each institute for your services as instructor and have the superintendent certify to it, and forward the same to this office. Your necessary railroad and hotel expenses will be paid by the county superintendents.

Conductors and superintendents are instructed to confine the institute work during the present course to the following branches as specialties: Reading, Arithmetic, Language and Physiology. Other work may be done, but these subjects should receive the most attention. The aim should constantly be in all the exercises to impress indelibly upon the minds of the teachers the great importance of teaching pupils to think. Make the work of a character that will tend to arouse the thought of the teachers and will give them ideas and plans to develop in their respective school rooms. Avoid the lecture method as much as possible in all your work. The child learns by doing and the teacher is not different in that respect from the child.

THE EVENING SESSION.

The evening session may be devoted to such exercises as will be of interest to the general public. The teacher should be in a measure lost in the citizen. Lectures may be given at these meetings on broader subjects, subjects that interest both teacher and parent, that lift up and enoble our ideas of education. Literary and scientific lectures may properly and appropriately find a place on the program for evening entertainment, or any subject tending to inspire to a broader culture. Music and social pleasures may be blended, but it should be borne in mind that these sessions should be instructive as well as entertaining. Interest the citizens, if possible, in the institute, and enlist them in the work. These evening meetings may be of great importance in cultivating a livelier interest in education, and broader, nobler views of our great work.

THE OBJECT OF INSTITUTES.

Great pains should be taken to adapt the work of the institute to the needs of the majority of the teachers in attendance, and especially endeavor to help the country teacher It should be borne in mind that the institute is not a school, and that the giving of academic instruction is not of the first importance. The teacher is to have received the "Matter" at the schools. It is "Method" he most expects at the institute. The teachers should be trained in the knowledge and principles of "teaching." The object is professional training, the unfolding to the teacher of some of the guiding principles of the teachers' art. Most teachers are supposed to know how to divide a fraction by a fraction, but many may not know the best way of presenting the subject to the young mind so that it will be comprehended and retained. The aims of teachers' institutes may be briefly summarized as follows: 1. To increase the efficiency of the teacher: (a) by giving a distinct idea of the true ends of education; (b) by giving some elementary knowledge of the science of teaching; (c) by illustrating and enforcing the best methods of giving instruction. 2. To secure greater uniformity in our work, in methods of organization, records, course of study, and teaching; (a) by promoting acquaintance and interchange of ideas; (b) by promoting professional knowledge; (c) by securing the co-operation of the teachers with the county superintendent and the territorial department of instruction. 3. To correct some paevailing faults; etc.

2. LIST OF INSTITUTES.

FIRST COURSE.

Summer and Fall of 1887.

COUNTY.	DATE.	LOCATION.	CONDUCTOR.
Aurora	October 3	Plankinton	J. C. Collester.
Barnes	June 13	Valley City,	C. J Pickert.
Beadle	August 29	Huron	E C Paterson.
Benson	October 24	Minnewaukan	C. J. Pickert.
Bon Homme	October 3	Tyndall	John Ogden.
Bottineau			
Brookings	October 17	Brookings	W. H H. Beadle.
Brown	October 10	Aberdeen	B. F. Hood.
Brule	September 26	Chamberlain	J. W. Harden.
Buffalo	November 7	Duncan	J. W. Harden.
*Burleigh	October 10	Bismarck	C. J. Pickert.
Butte			
Campbell	November 24	La Grace	John Ogden.
Cass	August 29	Fargo	Wm. Mitchell.
Cavalier			
Charles Mix	September 29	Castalia	J W. Harden.
Clark	September 5	Clark	W. H Dempster.
Clay	September 19	Vermillion	John Ogden.
Codington			
Custer	October 3	Custer City	Willis C. Bower.
Davison	September 5	Mitchell	H E Kratz.
Day	November 7	Webster	W H Dempster.
Deuel	October 17	Gary	W H D mpster.
Dickey	September 5	Ellendale	B. F. Hood.
Douglas	October 10	Grand View	J W. Harden.
Eddy	October 24	Minnewaukan	C J Pickert.
Edmunds	November 14	Ipswich	W. H Dempster.
Emmons			
Fall River	October 10	Hot Springs,	Willis C. Bower.
Faulk	October 24	Faulkton	W. H H. Beadle.
Foster	June 28	Carrington	C. H Clemmer.
Grand Forks	July 6	Grand Forks	C H. Clemmer
Grant	October 24	Milbank	W. H. Dempster.
Griggs			
Hamlin	October 3	Castlewood	W. H. Dempster.
Hand	September 5	Miller	C. J Pickert.
Hanson	October 10	Alexandria	John Ogden.
Hughes	October 17	Blunt	John Ogden.
Hutchinson	October 17	Parkston	J. W. Harden.
Hyde	September 12	Highmore	C. J. Pickert.
Jerauld	October 24	Wessington Springs	J W Harden.
Kidder	October 3	Steele	C. J. Pickert.

*Joint.

LIST OF INSTITUTES—Continued.

FIRST COURSE.

Summer and Fall of 1887.

COUNTY.	DATE.	LOCATION.	CONDUCTOR.
Kingsbury	November 28	De Smet	W. H. Dempster.
Lake	October 10	Madison	W. H. H Beadle.
La Moure	September 19	La Moure	C. J. Pickert.
Lawrence	October 17	Deadwood	F. L. Cook.
Lincoln	September 5	Canton	John Ogden.
Logan			
Mercer			
McCook	September 19	Canestota	W. H. Dempster.
Marshall	December 5	Britton	C. J. Pickert.
McHenry			
McIntosh			
*McLean	October 10	Bismarck	C. J. Pickert.
McPherson	November 21	Leola	W. H Dempster.
Miner	September 26	Howard	W. H Dempster.
Minnehaha	September 26	Sioux Falls	W. H. H. Beadle.
Moody	October 3	Flandreau	W. H. H. Beadle.
*Morton	October 17	Mandan	C. J. Pickert.
Nelson	November 14	Lakota	C. J. Pickert.
Oliver			
Pembina	July 25	Bathgate	Wm. Mitchell.
Pennington	October 17	Rapid City	Willis C. Bower.
Potter	October 31	Gettysburg	John Ogden.
Ramsay	November 7	Devils Lake	C. J. Pickert.
Ransom	July 12	Lisbon	C. H. Clemmer.
Richland	November 28	Wahpeton	C. J. Pickert.
Roberts	October 31	Wilmot	W. H. Dempster.
Rollette			
Sanborn	October 31	Woonsocket	J. W. Harden.
Sargent	June 6	Milnor	C. J. Pickert.
Spink	October 31	Redfield	W. H. H. Beadle.
*Stark	October 17	Mandan	C J. Pickert.
Steele	November 21	Hope	C. J. Pickert.
Stutsman	September 26	Jamestown	C. J. Pickert.
Sully	October 21	Onida	John Ogden.
Towner			
Traill	August 15	Caledonia	C. H. Clemmer.
Turner	September 12	Centerville	John Ogden.
Union	August 29	Bersford	J. F. French.
Walsh	July 18	Grafton	L. C. Lord.
Walworth	November 7	Bangor	John Ogden.
Wells			
Ward			
Yankton	September 26	Yankton	John Ogden.

* Joint.

3. RECORD OF ATTENDANCE, ETC., UPON INSTITUTES.

FALL COURSE.

1887.

COUNTY.	No. of teachers in county at date of institute.	No. of teachers in attendance.	Per cent of teachers in county attending.	Average daily attendance.	No. of evening lectures.	No. of social gatherings.	No. of school officers attending.
Aurora	85	77	91	65	.....	1	7
Barnes	70	43	61	39	4	1	1
Beadle	150	90	60	75	1	.....	10
Benson	.....	.....	.....	.....	.....	.....	.....
Billings	.....	.....	.....	.....	.....	.....	.....
Bon Homme	85	81	96	65	3	2	7
Bottineau	.....	.....	.....	.....	.....	.....	.....
Brookings	91	75	82	57	2	1	10
Brown	200	125	63	75	2	1	.....
Brule	85	57	67	40	3	2	10
Buffalo	.....	.....	.....	.....	.....	.....	.....
Burleigh	.....	.....	.....	.....	.....	.....	.....
Butte	.....	.....	.....	.....	.....	.....	.....
Campbell	10	9	90	7	1	.....	.....
Cass	135	100	78	71	2	1	7
Cavalier	.....	.....	.....	.....	.....	.....	.....
Charles Mix	40	38	95	.....	3	1	1
Clark	67	24	36	17	1	2	.....
Clay	60	50	81	30	1	1	.....
Codington	.....	.....	.....	.....	.....	.....	.....
Custer	23	18	77	.....	1	1	5
Davison	50	62	100	52	4	.....	1
Day	66	36	54	31	.....	2	1
Deuel	46	32	70	29	1	3	.....
Dickey	60	44	73	30	3	.....	10
Douglas	40	33	82	25	.....	.....	10
Eddy	7	4	.....	2	2	2	2
Edmunds	40	31	75	27	1	2	10
Emmons	.....	.....	.....	.....	.....	.....	.....
Fall River	10	5	50	5	1	1	.....
Faulk	44	40	91	.....	3	2	1
Foster	16	14	89	12	.....	.....	6
Grand Forks	115	85	74	55	1	.....	.....
Grant	50	41	80	28	1	1	.....
Griggs	.....	.....	.....	.....	.....	.....	.....
Hamlin	33	40	100	34	.....	2	12
Hand	100	90	90	58	3	2	10
Hanson	50	32	64	28	3	1	.....
Hughes	30	28	93	.....	1	1	3
Hutchinson	74	19	25	.....	3	1	4
Hyde	40	34	85	28	3	1	12
Jerauld	40	30	75	22	1	1	.....
Kidder	11	9	82	8	2	1	2

RECORD OF ATTENDANCE, ETC., UPON INSTITUTES.

FALL COURSE.

1887.

COUNTY.	Number of Teachers in County at Date of Institute.	Number of Teachers in Attendance.	Per Cent. of Teachers in County Attending.	Average Daily Attendance.	Number of Evening Lectures.	Number of Social Gatherings.	Number of School Officers Attending.
Kingsbury	70	61	88	55	1	3	11
Lake	70	45	64	38	1	1	...
La Moure	28	27	95	21	1	1	5
Lawrence	...	...	...	...	...	...	...
Lincoln	100	50	50	...	2	...	...
Logan	...	...	...	...	...	...	...
Mercer	...	...	...	...	...	...	...
McCook	56	57	...	45	...	1	6
Marshall	30	62	100	30	2	2	6
McHenry	...	...	...	...	...	...	...
McIntosh	...	...	...	...	...	...	...
McLean	13	7	54	...	2	...	...
McPherson	15	8	54	13	2	2	4
Miner	60	60	100	45	2	2	4
Minnehaha	90	50	55	...	1	...	3
Moody	60	35	58	28	2	...	...
Morton	27	32	100	26	1	2	5
Nelson	12	8	66	7	3	2	2
Oliver	...	...	...	...	...	...	...
Pembina	97	82	85	70	3	2	3
Pennington	32	26	81	24	3	1	...
Potter	35	40	100	27	4	2	7
Ramsey	35	28	80	25	3	...	17
Ransom	60	32	53	27	2	...	...
Richland	70	40	57	36	2	1	20
Roberts	28	27	96	22	1	2	1
Rollette	...	...	...	...	...	...	...
Sanborn	61	23	38	19	...	1	...
Sargent	100	43	43	40	3	3	15
Spink	115	101	70	87	2	2	4
Stark	13	9	70	...	1	2	2
Steel	18	15	84	14	2	1	...
Stutsman	60	48	80	44	1	...	...
Sully	47	42	88	35	3	3	4
Towner	...	...	...	...	...	...	...
Traill	75	45	60	40	1	1.	5
Turner	...	43	...	47	3	2	...
Union	75	50	66	39	2	2	...
Walsh	96	85	90	72	2	3	12
Walworth	12	10	82	9	2	1	1
Wells	...	...	...	...	...	...	...
Ward	...	...	...	...	...	...	...
Yankton	75	92	82	55	2	1	20
Total	3,781	2,875	4,718	2,063	119	81	297

4. RECEIPTS AND DISBURSEMENTS OF INSTITUTE FUNDS

FALL COURSE.

1887.

COUNTY.	Institute Fund on hand at the Beginning.	Amount Received from the Territory.	Other Funds Received.	Total Receipts for Institute Purposes.	Entire Expenditure for the Institute.	Balance on Hand.	Paid Conductor of the Institute.	Paid Other Instructors.	Paid Incidental Expenses.
Aurora	$67 75	25 00	.....	92 75	72 50	20 25	44 50	40 00	13 00
Barnes	72 55	25 00	.....	77 55	78 55	.....	52 95	30 00	10 60
Beadle	43 00	25 00	.....	.....	135 00	.....	25 00	75 00	15 00
Benson	17 00	.....	.....	17 00	10 50	6 50	10 50	.....	.....
Billings	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bon Homme	105 00	25 00	18 00	148 00	92 75	55 25	40 00	28 50	24 25
Bottineau	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brookings	60 00	25 00	.....	85 00	65 00	20 00	44 50	15 00	5 00
Brown	178 43	25 00	.....	203 43	176 55	26 88	40 00	...	41 55
Brule	48 00	25 00	6 18	79 18	79 18	.....	36 46	25 00	17 72
Buffalo	.....	.....	.....	....	.....	.....	.....	.....	.....
Burleigh	.....	.....	.....	.....	.....	.....	.....	.....	.....
Butte	.....	.....	.....	.....	.....	.....	.....	.....	.....
Campbell	40 00	25 00	.....	65 00	45 00	20 00	45 00	.....	.....
Cass	113 00	25 00	.....	138 00	92 96	45 04	50 00	6 50	36 96
Cavalier	....	.....	.....	.....	.....	.....	.....	.....	.....
Chas. Mix	29 35	25 00	....	54 35	54 92	.....	45 92	.....	9 00
Clark	114 00	25 00	44	139 44	101 97	37 47	43 55	12 50	45 92
Clay	68 00	25 00	.....	93 00	63 30	29 70	37 30	21 00	5 00
Codington	.....	.....	.....	.....	.....	.....	.....	.....	.....
Custer	44 00	25 00	.....	69 00	57 00	12 00	25 00	10 00	22 00
Davison	62 00	25 00	25 00	112 00	97 85	14 15	40 00	50 00	7 85
Day	96 00	25 00	8 00	129 00	51 50	77 50	46 50	.....	5 00
Deuel	49 00	25 00	.....	74 00	60 40	13 60	40 00	10 00	10 40
Dickey	52 00	25 00	25 00	102 00	94 00	3 00	60 00	25 00	14 00
Douglas	78 50	25 00	.....	103 50	42 00	61 50	39 00	.....	3 00
Eddy	7 00	25 00	....	32 00	46 00	....	46 00	.....	.....
Edmunds	34 00	25 00	5 00	64 00	71 00	.....	38 00	25 00	8 00
Emmons	.....	...	.....	.... ..	.....	.....	.....	.....	.....
Fall River	18 00	25 00	20 00	63 00	57 95	5 05	36 00	10 00	11 95
Faulk	127 20	25 00	.....	152 20	82 45	44 85	41 60	29 00	38 85
Foster	24 00	25 00	.....	49 00	49 00	.....	49 00	.....	5 00
Grand Forks	106 50	50 00	50 00	206 00	.....	.....	100 00	75 00	5 50
Grant	33 85	25 00	.....	58 85	56 53	2 32	38 65	8 00	11 23
Griggs	.....	.....	...	.. ...	.....	..	.....	. ....	.....
Hamlin	13 35	25 00	31 00	69 35	61 75	7 60	.....	.....	.....
Hand	63 95	25 00	50 00	138 95	126 48	12 47	36 15	64 30	26 03
Hanson	43 00	25 00	.....	68 00	61 00	7 00	41 00	24 00	1 00
Hughes	74 75	25 00	.....	99 75	73 00	26 75	50 00	15 00	8 00
Hutchinson	69 52	25 00	.....	91 52	73 80	20 72	39 10	25 60	9 10
Hyde	108 50	25 00	.....	133 50	56 83	76 87	40 70	10 00	6 13
Jerauld	41 00	25 00	... ..	68 00	54 89	13 10	35 00	6 00	13 89
Kidder	32 00	25 00	.....	57 00	44 00	13 00	41 00	.....	3 00

RECEIPTS AND DISBURSEMENTS OF INSTITUTE FUNDS—Cont'd.

FALL COURSE.

1837.

COUNTY.	Institute Fund on hand at the beginning.	Amount Received from the Territory.	Other Funds Received.	Total Receipts for Institute Purposes.	Entire Expenditures for Institutes.	Balance on hand.	Paid Conductor of Institute.	Paid Other Instructors.	Paid Incidental Expenses.
Kingsbury	$ 38 25	$ 25 00		$ 63 25	$ 75 00		$ 40 00	$ 30 00	$ 5 00
Lake	88 00	25 00		113 00	57 12	$ 65 88	25 00	16 50	15 62
La Moure	48 00	25 00		73 00	66 10	6 90	51 00	20 00	15 10
Lawrence									
Lincoln	74 86	25 00		99 86	78 80	21 06	39 00	31 00	8 80
Logan									
Mercer									
McC ok	97 00	25 00		122 00	57 75	64 25	42 00	14 00	1 75
Marshall	35 00	25 00	26 00	86 00	80 75	5 25	41 75	39 00	
McHenry									
McIntosh									
McLean	30 00			30 00	13 00	17 00	9 50		3 50
McPherson	35 00	25 00		60 00	42 50	17 50	42 50		
Miner	22 00	25 00		47 00	52 50		31 00	16 00	5 50
Minnehaha	30 00	25 00	10 00	65 00	59 60	5 40	38 25	15 00	6 35
Moody	65 00	25 00		90 00	49 75	40 25	32 50	13 40	3 85
Morton	12 00	25 00		37 00	53 10		41 10		12 00
Nelson	51 00	25 00		76 00	33 25	17 75	31 00	25 00	2 25
Oliver									
Pembina	99 90	30 00	15 00	144 90	177 90		68 00	90 00	19 00
Pennington	66 00	25 00		91 00	63 25	27 75	33 00	5 00	25 25
Potter	35 00	25 00		60 00	61 60		40 50	10 10	13 10
Ramsey	59 95	25 00		84 95	66 75	18 20	47 00		19 75
Ransom	12 00	25 00	53 50	90 50	82 00	8 53	64 60	22 50	
Richland	43 00	25 00		68 00	82 00		64 0		18 00
Roberts	24 00	25 00		49 00	46 50	2 50	36 00		10 50
Rollette									
Sanborn	36 00	25 00		61 00	53 70	7 30	30 65	21 80	1 25
Sargent	109 00	25 00	18 00	152 00	118 25	33 75	45 40	60 85	12 00
Spink	142 00	25 00		167 00	102 25	64 75	50 00	25 00	27 25
Stark	18 00	25 00		43 00	43 96		43 96		
Steel	90 00	25 00		115 00	77 50	37 50	40 00	33 00	4 50
Stutsman	27 00	25 00		52 00	61 50		50 50	3 00	8 00
Sully	74 45	25 00		99 45	71 50	27 95	50 00	12 25	9 25
Towner									
Traill	98 50	25 00	50 00	173 50	209 90		101 15	108 75	
Turner	74 02	25 00	45 00	144 02	131 45	12 57	56 40	61 00	14 05
Union	19 75	25 00	12 35	57 10	53 20	3 60	27 00	25 00	1 50
Walsh	76 00	25 00	20 00	121 00	111 00	10 00	75 00	25 00	11 00
Walworth	48 00	25 00		68 00	45 00	23 00	45 00		
Wells									
Ward									
Yankton	18 00	25 00	60 00	103 00	105 25		40 25	15 0	50 00
Total	$3925 88	$1655 00	$ 548 47	$6042 85	$4874 29	$1211 21	$2831 14	$1378 45	$ 758 05

5. CIRCULAR No. 12.

DEPARTMENT OF PUBLIC INSTRUCTION,
TERRITORY OF DAKOTA.

TO COUNTY SUPERINTENDENTS:

PERTAINING TO INSTITUTES.

In presenting this second circular on institutes to the county superintenderts and teachers of Dakota, we desire to express our hearty appreciation of the cordial manner in which our plans have been supported by those who have had most to do in executing them. This is a new community. Society has not settled down to fixed lines of thought or policy. It is made up of intelligent thinking people from many parts of the country. There are "many men of many minds." Each is predisposed to favor the forms, laws, manners and customs of his native state. We could not, therefore, expect to gratify the wish of all. The record of the last course of institutes shows that our support was very nearly general, much more so than our most sanguine expectations. Superintendents, teachers and subordinate school officers seem to have been willing to waive their own thoughts and wishes in favor of the general plans of the territorial board of education. For this confidence and co-operation we are very grateful, as we are also for the kind words of commendation, encouragement and advice that we have received, and the frank and manly way in which, as a rule, superintendents have expressed to us their dissent from our views. We are pleased to note so much harmony in the educational circles throughout the territory. With all of the educational forces conspiring to the one end and according to one plan, what may we not expect for the educational future of Dakota?

We desire to say to superintendents and others that we are conscious that there are other ways than ours of conducting the educational department. Some of them may be better. But we have adopted a policy in harmony with the law, as we think, and we ask the cheerful support of all who are really interested in the educational progress of the territory, in the development and execution of the plans we have undertaken, and thereby make an actual test of the merit of our policy. Nothing can be accomplished by attempting some new experiment every few weeks. Little can be accomplished by unorganized or conflicting forces. County superintendents, conductors and all who are interested in the work of the institute, are most earnestly invited to observe carefully the results of the work, as at present carried on, and to report their observations to us. Are the sessions too short? Are they of too frequent occurrence? Is too much attention devoted to method and too little to matter? Would the results be better if the impulsive force came from the county superintendents instead of from the territorial board? All of these questions are debatable. We wish to know the opinion of all on these and numerous other points Base your opinions upon the actual results to the schools of Dakota as observed in the work in your own county. Point out to us the weakness of the present system and suggest something better, but do not permit yourselves to be biased by customs with which you may have been familiar previously. The practical test of the various educational forces is their benefit to the school work, as shown in a better standard of scholarship.

ANNOUNCEMENTS.

The course will begin the 19th of March and continue to about the middle of June.

The Territorial Superintendent will spend nearly the entire time from March 26th to June 1st, in visiting institutes in the different parts of the territory. It will be impossible for him to make engagements in advance but he will use the time to the very best advantage to see as many institutes as possible. Other members of the territorial board will assist him in this work as their other duties will permit.

We are ready now to announce that the course of study for the common, high and normal schools will be ready for use in the institutes early in the present course. It may not be from the hands of the printer in time for the first institutes but the conductors will be able to give some instruction concerning its use in the schools. Superintendents should therefore secure a full attendance of their teachers in order that they may be instructed in the use of the course in their schoolwork.

Conductors are requested to meet with the territorial board at Mellette and spend the day of the 16th of March in developing the program of institute work and perfecting a uniform plan for the conduct of the session. Superintendents who are interested in this part of the work are most cordially invited to be present and give us their assistance.

The fall series of institutes will begin early in September. Superintendents are requested to send to this office before the 10th of August answers to the following questions in order that their wishes may be considered in appointing the institutes for that course: What date do you prefer? At what place should the session be held? Whom do you prefer as conductor? Amount of your institute fund at that time? Name a suitable person as assistant to the conductor if there is such a person in your county. Call our attention to any other facts that should be considered in appointing an institute for your county. We shall not make any further inquiries concerning the next course but will notify superintendents if there is any change in the corps of conductors.

TO SUPERINTENDENTS.

Teachers should be well supplied with note books.

Have a program of work and adhere closely to it. This will prevent loss of time and the beneficial results will be seen in the school rooms of your county.

A secretary should be chosen at the first session to keep a record of the proceedings and the attendance of members. Blanks will be furnished for this purpose.

We repeat the advice given in circular No. 9 concerning the social features of the session. Choose the first evening in preference to the last for a social gathering.

While the conductors have the general direction of the instruction, the superintendent will have the supervision of the iustitute and should have a place upon the daily program.

In your announcements, call the attention of your teachers to the reading of section 85 of the school law. In a few cases it may be advisable to quote the section. You are referred to circular No. 9 on this point.

If your fund is low, note the reading of section 108 of the law. Draw upon the institute fund only for the necessary incidental expenses of the institute. Many superintendents get their printing done at the expense of the county.

We most earnestly repeat the request made in circular No. 9 that superintendents send to this office copies of their circulars, programs, resolutions passed by the iustitute, or newspaper comments upon your institute or other school work.

The use of a good room should be secured in advance and it should be well

supplied with such illustrative materials as maps, charts, globes, blackboards, etc. The latter is very important. No conductor can do good work without an abundance of blackboard.

Very much of the success of the institute depends upon the local accommodations for teachers. Superintendents can render a valuable service by securing low rates at the hotels and by making a list of the private families that will accommodate teachers for the week. Arrangements should be so made that teachers will be at as little expense as possible.

Correspondence should be opened at once with your conductor. You can advise him as to the special need of your county and the work you may want done. He expects to advise you in the development of your program. He will be better prepared to meet your teachers and do the needed work if he has been thoroughly informed of the conditions and needs of your county. Do not neglect this important matter. Several superintendents did last fall.

The institute room should be provided with a musical instrument and song books if they can be obtained. Sample pages of music books and note books can be had from some of the publishing houses for the asking. Any of them will be glad to furnish the note books. Experience has demonstrated the power of music in all work where harmony, uniformity and enthusiasm are desirable. An organist should be chosen for the week in order to avoid delay.

The attention of superintendents is called to the importance of vigorous work on their part. The most able and thorough conductor may be appointed for the most auspicious date and the institute will be a failure unless the superintendent does his duty in presenting the importance of the matter to the teachers and to the public, and in securring a full attendance of his teachers. No law can be contrived that will relieve the superintendent of the responsibility of the success or failure of the institute. The real, vital and most important work of organizing the institute is with the superintendent. We can not and do not attempt to do it.

It is suggested that superintendents send copies of their circulars and programs to each of the several county superintendents in the territory. In this way there will be an exchange of ideas and many good hints will be taken up.

The superintendent will forward the blank with the information required thereon to this office as soon as possible after the close of the session It may not be out of place here to remark that a number of superintendents can be very much more prompt in sending in reports to this office We are often wanting in promptness ourselves by reason of slow reports from some of the superintendents.

It is very desirable that the superintendent meet the conductor at the train and make his acquintance. A good boarding place should be chosen in advance of his arrival where he may have suitable opportunities for rest, preparation and study. His work will not close with the adjournment of the daily sessions. His service will be all the more valuable to the county. The conductor should have the benefit of a conference with the superintendent before the first session so that he may become more fully acquainted with the needs of the county than is possible by correspondence.

The law contemplates that all the schools of the county shall be closed during the session of an institute This should be construed as applying to the schools of cities, towns and villages whether independent or otherwise. A large part of the funds that support the institutes are raised by the direct taxation of the county and the teachers of the cities and towns should receive some of the benefits as well as the teachers of the common country schools. It is a mistake to supp se that the teachers of the graded schools receive no benefit from the institutes. There are abundant opp rtunities for them both to give and receive. To continue the schools in the towns because of a supposed exemption from attendance at the institute given by some special act is to betoken a lack of interest in educational affairs, in

the broader sense, and make it difficult to cultivate an "esprit du corps." Such practices are not in the interest of the fullest harmony in educational circles, and harmony and a sense of mutual interdependence is very necessary to the fullest educational success. We are not each one cultivating our own little patch. We are cultivating one broad field. If the graded school teachers have any new ideas or advanced methods they ought to be willing to put them in the possession of their less favored associates of the country schools. It is very desirable that their attendance be secured. They are persuing special lines of work and in the discussion of those lines their experience will prove valuable. They will receive hints, in their turn, that will tend to prevent the tendency to narrowness which the teaching in a single line so easily begets. Their minds will there be directed to the child as a whole, not to their particular section of a child. Where this class of teachers is large a special part of the program might be given to the consideration of subjects of more special interest to them.

WORK OF THE INSTITUTE.

Conductors and superintendents are advised to confine the work mainly to the following subjects: Reading, Arithmetic, Language, Physiology and Methods of Teaching.

You are referred to circular No. 11, recently issued by this department. The teaching of physiology is made mandatory in all the schools of the territory by the law of congress, and is further emphasized by the territorial law. Teachers should have as much "drill" in this subject as the scope of the institute will permit. Especial attention should be directed to teaching the subject in a manner that will be interesting and profitable to the primary pupils.

It is advised that the conductor or some person in the institute qualified to do so, give daily lessons in drawing. The object of the lessons should be two-fold. 1st, to show the teachers of the country schools the value of drawing and furnishing busy work; 2d, as about the only means at present at hand for training the eye and mind. It will be the first step toward manual training.

We are not to be understood as limiting the work of the institute to the subjects named above. Those subjects will form the skeleton of the work but other subjects may be put in the program in accordance with the judgment of the superintendent and conductor, or the expressed wish of a large number of the teachers. The actual needs of the teachers of the county should be kept constantly in view.

In preparing the program care should be taken that it be not loaded down with too many subjects. Constant and frequent changes from one topic to another distracts the attention, and no lasting impressions are made.

Remember that the institute should not attempt to do too much of what comes within the sphere of the school to do. The consideration of studies as studies should be very largely incidental and more force put upon the principals of teaching them.

THE IDEAL INSTITUTE.

The report of the committee on normal schools made to the council of the National Educational Association at its meeting in Chicago last July is so valuable as showing the scope and the aim of the institute and proper methods of conducting the same, that we quote the body of it for the benefit of those who may not have obtained a copy. It expresses fully our idea of the "model" institute, but, in this territory some exceptions must be made. In theory we think it is correct but with the existing conditions it can not be fully carried out.

The best work of the institute is no doubt "the creation of a scholarly and professional spirit." But with us the chief aim must be more utilitarian and practical, viz., the preparation of the teacher for the common work of the school room.

Neither are we ready for the graded institute. True, we have all the grades of teachers but not in numbers large enough to warrant the division, and the funds at hand are not sufficient to provide a corps of instructors large enough for the successful conduct of such an institute. We shall reach this point in the not distant future, but for the present we advise that no attempt be made at grading, This is also in accordance with the recommendation of several of the conductors in the institutes in the territory last fall.

In many cases it will be very difficult to conduct profitable model exercises. There are some counties, however, where this feature can be efficiently used. In a few instances the very encouraging experiment was made during the last course.

Occasionally it may be necessary to permit the institute to partake more of the character of a "drill" as defined in the report. Certain branches should be presented for themselves, in certain cases.

We commend to your most careful consideration this report as quoted herewith. It is the clearest and most compact discussion of the subject that we have been permitted to read. We quote it with the exception of the first paragraph and the last one.

6. STATISTICS OF SPRING COURSE OF INSTITUTES.

6 LIST OF INSTITUTES.

SECOND COURSE.

Spring of 1888.

COUNTY.	DATE.	LOCATION.	CONDUCTOR.	ASSISTANTS.
Aurora	April 16.	White Lake	J. C. Collester	A. G. Savage.
Barnes	May 21	Valley City	Wm. Mitchell	
Beadle	April 16	Huron	W. H. H. Beadle	
*Benson	April 23	Minnewaukan	C. J. Pickert	
Billings				
Bon Homme	March 26	Scotland	J. C. Collester	C. M. Young.
Bottineau	May 14	Bottineau	C J. Pickert	F. W. Cathro.
Brookings	April 9	Brookings	W. H. H. Beadle	
Brown	April 9	Aberdeen	W. H. Dempster,	J. M. Miles.
Brule	April 9	Kimball	J. C. Collester	A. G. Savage.
Buffalo				
Burleigh	June 11	Bismark	J. C. Collester	C. D. Abbey.
Butte				
Campbell	May 28	La Grace	J. W. Harden	
Cass		Fargo	Wm. Mitchell	
Cavalier	April 9	Langdon	C. J. Pickert	
Charles Mix	April 22	Castalia	J. C. Collester	E. D. Wood.
Clark	April 30	Clark	W. H. Dempster	
Clay	April 2	Vermillion	W. H. H Beadle	
Codington	May 7	Watertown	W. H. Dempster	
Custer				
Davison				
Day	April 2	Webster	John Ogden	
Deuel	May 14	Clear Lake	W. H. Dempster	
Dickey	May 14	Ellendale	John Ogden	C. A. Kent.
Douglas	April 2	Armour	J. C. Collester	
*Eddy	April 23	Minnewaukan	C. J Pickert	
Edmunds	April 16	Ipswich	John Ogden	
Emmons	June 4	Williamsport	J. C. Collester	
Fall River				
Faulk	April 6	Faulkton	W. H. Dempster	J. M. Miles
*Foster	April 23	Carrington	C. J. Pickert	
Grand Forks	March 26	Larimore	C. J. Pickert	
Grant	May 28	Milbank	John Ogden	
Griggs	May 28	Cooperstown	J. C. Collester	
Hamlin	May 28	Castlewood	W. H. Dempster	
Hand	April 16	Miller	J. W. Harden	A. C. Justice.
Hanson				
Hughes	April 30	Blunt	J. W. Harden	Crosby G. Davis.
Hutchinson	March 19	Olivet	J. C. Collester	R. C. Enos.
Hyde	April 23	Highmore	J W. Harden	
Jerauld				
Kidder				

* Joint.

LIST OF INSTITUTES.—Continued.

SECOND COURSE.

Spring of 1888.

COUNTY.	DATE.	LOCATION.	CONDUCTOR.	ASSISTANTS.
Kingsbury	May 21	De Smet	W. H. Dempster	O. H. Parker.
Lake	April 2	Madison	J. W. Harden	
La Moure	April 31	La Moure	John Ogden	
Lawrence	March 26	Spearfish	F. L. Cook	
Lincoln	March 26	Canton	W H. H. Beadle	Esther A. Clark.
Logan				
Marshall	May 21	Britton	John Ogden	
McCook	March 26	Salem	W. H. Dempster	H. E. Kratz.
McHenry	May 7	Towner	C. J. Pickert	
McIntosh				
McLean	June 11	Washburn	C. J. Pickert	
McPherson	June 4	Leola	J. W. Harden	C. J. Collier.
Mercer				
Miner	April 9	Howard	W. H Dempster	
Minnehaha	April 2	Sioux Falls	W. H. Dempster	L. McCartney.
Moody	April 9	Flandreau	J. W. Harden	A. Spafford.
Morton				
Nelson	May 14	Dakota	J. C. Collester	
Oliver				
Pembina	April 2	Bathgate	C. J. Pickert	
Pennington				
Potter	May 14	Gettysburg	J. W. Harden	
Ramsey	May 7	Devils Lake	J C. Collester.	
Ransom				
Richland				
Roberts	June 4	Wilmot	John Ogden	
Rollette	May 21	St. John	C. J. Pickert	
Sanborn	March 26	Woonsocket	J. W. Harden	
Sargent	March 26	Milnor	John Ogden	
Spink	April 23	Redfield	W. H. Dempster	John Ogden.
Stark				
Steele	May 21	Hope	J. C. Collester	
Stutsman				
Sully	May 7	Onida	J. W. Harden	
Towner	May 28	Cando	C. J. Pickert	
Traill	April 16	Hillsboro	Wm. Mitchell	Joseph Kenedy.
Turner				
Union	March 19	Elk Point	W. H. H. Beadle	
Walsh	June 4	Grafton	Wm. Mitchell	
Walworth	May 21	Bangor	J. W. Harden	
*Wells	April 23	Carrington	C. J. Pickert	
Ward				
Yankton	May 7	Yankton	W. H H Beadle	C. F. Bartlett.

*Joint.

7. RECORD OF ATTENDANCE, ETC., SPRING COURSE OF INSTITUTES. SPRING OF 1888.

COUNTY.	No. Teachers in the County.	No. Teachers Enrolled in the Institute.	Average Attendance.	Per Cent. of Teachers Attending.	No. of Instructors.	No. of Evening Lectures.	No. of Social Gatherings.	No of School Officers
Aurora	73	54	50	74	4	2	1	4
Barnes								
Beadle	150	36			1		1	6
Benson	10	12	9	90	1	3	2	2
Billings								
Boh Homme	88	83	67	83	4	1	1	3
Bottineau	10	9	80	90	2	3	2	2
Brookings	105	100	85	95	3	2	2	10
Brown	200	8	7	4	2			
Brule	74	58	49	78	4	2	1	8
Buffalo								
Burleigh	50	27	20	54	2		1	4
Butte								
Campbell	16	13	12	81	2			
Cass	130	103	81	79	3	1	1	5
Cavalier	25	20	14	80		2	2	
Chas. Mix	50	18	19	36	3	2	2	
Clark	62	36	28	58	2	2	2	
Clay	75	60	44	50	3	1	1	
Codington								
Custer								
Davison								
Day	70	75		80	3	2	1	3
Deuel	58	51	49	88	2	1	4	1
Dickey	70	48	42	70	3	4		
Douglas	47	44	34	94	2		1	
Eddy								
Edmunds	50	23	20	50	2	1	1	4
Emmons	14	14	10	100	1		1	
Fall River								
Faulk	54	42	49	78	2	2	2	
Foster	15	17	14	97	1	2		5
Grand Forks	120	80	55	66⅔	2	2	1	
Grant	63	59	36	93	2	1	1	10
Griggs								
Hamlin	42	48	40	95	2	2		3
Hand	90	72	56	80	2		1	3
Hanson								
Hughes	24	24	20	100	3	1	1	
Hutchinson	95	28	20	28	2			1
Hyde	35	28	24	80	1	1	1	4
Jerauld								
Kidder								

RECORD OF ATTENDANCE, ETC., SPRING COURSE OF INSTITUTES, SPRING OF 1888.—Continued.

COUNTY.	No. of Teachers in the County.	No. of Teachers Enrolled in Institute.	Average Attendance.	Per Cent of Teachers Attending.	No. of Instructors.	No. of Evening Lectures.	No. of Social Gatherings.	No. of School Officers Attending.
Kingsbury	78	61	50	77	2	1	1	5
Lake	60	56	40	91	2	1	2	.....
La Moure	34	36	31	100	4	4	1	24
Lawrence	60	54	90	90	10	1	2	10
Lincoln	90	64	.....	71	2	2	1	.....
Logan	.....	.....	.....	.....	.....	.....	.....	.....
Marshall	36	38	35	92	4	2	1	8
Mercer	.....	.....	.....	.....	.....	.....	.....	.....
McCook	75	80	58	72	3	1	3	12
McHenry	12	10	8	80	1	3	1	5
McIntosh	.....	.....	.....	.....	.....	.....	.....	.....
McLean	15	15	12	100	1	2	1	8
McPherson	16	13	22	87	2	2	1	.....
Miner	60	90	87	95	3	1	3	.....
Minnehaha	110	96	74	87	3	1	3	2
Moody	60	33	26	55	2	1	2	.....
Morton	.....	.....	.....	.....	.....	.....	.....	.....
Nelson	29	27	22	93	3	.....	1	.....
Pembina	80	69	63	86	3	3	2	9
Pennington	.....	.....	.....	.....	.....	.....	.....	.....
Potter	34	43	34	82	2	5	1	6
Ramsay	.....	.....	.....	.....	.....	.....	.....	.....
Ransom	.....	.....	.....	.....	.....	.....	.....	.....
Richland	.....	.....	.....	.....	.....	.....	.....	.....
Roberts	30	27	24	80	1	1	2	3
Rolette	15	12	11	80	1	3	2	3
Sanborn	.....	.....	.....	.....	.....	.....	.....	.....
Sargent	58	54	50	93	3	1	2	8
Spink	150	110	90	73	3	3	1	9
Stark	.....	.....	.....	.....	.....	.....	.....	.....
Steel	33	28	26	85	3	.....	1	3
Stutsman	.....	.....	.....	.....	.....	.....	.....	.....
Sully	44	38	36	86	1	4	1	3
Towner	10	7	6	70	1	4	1	6
Traill	57	45	38	79	2	1	1	12
Turner	.....	.....	.....	.....	.....	.....	.....	.....
Union	77	46	63	60	2	.....	.....	2
Walsh	112	107	.....	.....	2	3	3	47
Walworth	12	11	10	91	1	1	1	3
Wells	.....	.....	.....	.....	.....	.....	.....	.....
Ward	.....	.....	.....	.....	.....	.....	.....	.....
Yankton	75	60	45	75	3	.....	1	5
Total	3,494	2,624	2,095	779	136	94	80	276

8. FUNDS RECEIVED FOR INSTITUTE PURPOSES.

SPRING COURSE.

1888.

COUNTY.	Institute Fund on hand at the beginning.	Amount Received from the Territory.	Amount Appropriated by the County Commissioners.	Amount Received from Other Sources.	Total Amount Received for Institute Purposes.
Aurora	$ 60 25	$ 25 00	.....	.....	$ 85 25
Barnes	44 00	25 00	.....	.....	69 00
Beadle	55 00	25 00	.....	.....	75 00
Benson	13 50	50 00	$ 20 00	.....	83 50
Billings	.....	.....	.....	.....	.....
Bon Homme	75 28	25 00	.....	.....	100 78
Bottineau	34 54	25 00	.....	$ 21 85	81 40
Brookings	66 99	25 00	.....	.....	91 99
Brown	85 50	25 00	.....	.....	110 50
Brule	66 00	25 00	11 12	.....	102 12
Buffalo	.....	.....	.....	.....	.....
Burleigh	54 20	25 00	.....	.....	79 20
Butte	.....	.....	.....	.....	.....
Campbell	22 00	25 00	.....	.....	47 00
Cass	165 04	25 00	.....	.....	190 04
Cavalier	62 44	25 00	.....	.....	87 44
Charles Mix	39 73	25 00	.....	.....	64 73
Clark	84 37	25 00	.....	.....	109 37
Clay	65 70	25 00	.....	.....	90 70
Codington (no report)	.....	.....	.....	.....	.....
Custer	.....	.....	.....	.....	.....
Davison	.....	.....	.....	.....	.....
Day	89 50	.....	.....	.....	89 50
Deuel	29 55	25 00	.....	.....	54 55
Dickey	47 00	25 00	25 00	.....	97 00
Douglas	81 25	25 00	.....	.....	106 25
Eddy	.....	.....	.....	.....	.....
Edmunds	43 00	25 00	.....	.....	68 00
Emmons	50 00	25 00	.....	.....	75 00
Fall River	.....	.....	.....	.....	.....
Faulk	68 15	25 00	.....	.....	93 15
Foster	2 00	.....	10 00	9 00	33 50
Grand Forks	48 00	35 00	50 00	.....	123 00
Grant	34 93	25 00	.....	2 00	61 93
Griggs (no report)	.....	.....	.....	.....	.....
Hamlin	29 60	25 00	.....	.....	54 60
Hand	94 05	25 00	.....	.....	119 05
Hanson	.....	.....	.....	.....	.....
Hughes	31 75	25 00	.....	.....	56 75
Hutchinson	58 72	25 00	.....	.....	83 72
Hyde	107 67	25 00	.....	.....	132 67
Jerauld	.....	.....	.....	.....	.....
Kidder	.....	.....	.....	.....	.....

FUND RECEIVED FOR INSTITUTE PURPOSES.—Continued.

SPRING COURSE.

1888.

COUNTY.	Institute Fund on Hand at the Beginning.	Amount Received from the Territory.	Amount Appropriated by the County Commissioners.	Amount Received from Other Sources.	Total Amount Received for Institute Purposes.
Kingsbury	$ 37 25	$ 25 00	.....	.....	$ 62 25
Lake	87 53	25 00	.....	.....	114 53
La Moure	23 00	25 00	30 00	.....	78 00
Lawrence	60 00	25 00	.....	.....	85 00
Lincoln	64 06	25 00	6 75	.....	95 81
Logan	.....	.....	.....	.....	.....
Marshall	28 25	25 00	.....	.....	53 25
Mercer	.....	.....	.....	.....	.....
McCook	102 25	25 00	.....	.....	127 25
McHenry	24 00	25 00	.....	25 00	70 00
McIntosh	.....	.....	.....	.....	.....
McLean	25 00	25 00	10 90	.....	60 90
McPherson	24 50	25 00	.....	.....	49 50
Miner	20 00	25 00	.....	.....	45 00
Minnehaha	32 85	25 00	.....	29 00	96 85
Moody	91 25	25 00	.....	.....	116 25
Morton	.....	.....	.....	.....	.....
Nelson	29 00	25 00	.....	.....	54 00
Oliver	.....	.....	.....	.....	.....
Pembina	22 90	25 00	.....	24 50	72 40
Pennington	.....	.....	.....	.....	.....
Potter	12 40	25 00	12 00	.....	49 40
Ramsey	No rep.	.....	.....	.....	.....
Ransom	.....	.....	.....	.....	.....
Richland	.....	.....	.....	.....	.....
Roberts	15 00	25 00	.....	.....	40 00
Rolette	27 00	25 00	.....	.....	52 00
Sanborn	No rep.	.....	.....	.....	.....
Sargent	81 75	25 00	30 00	.....	136 95
Spink	159 75	25 00	.....	.....	184 75
Stark	.....	.....	.....	.....	.....
Steel	70 50	25 00	.....	.....	95 50
Stutsman	.....	.....	.....	.....	.....
Sully	57 50	25 00	6 74	.....	82 50
Towner	21 00	25 00	.....	.....	46 00
Traill	50 60	25 00	.....	.....	75 60
Turner	.....	.....	.....	.....	.....
Union	52 10	25 00	.....	.....	77 10
Walsh	124 00	25 00	40 00	.....	189 00
Walworth	30 88	25 00	.....	.....	55 98
Wells	.....	.....	.....	.....	.....
Ward	.....	.....	.....	.....	.....
Yankton	24 15	25 00	.....	.....	49 15
Total	$3206 77	$1475 00	$ 252 71	$ 111 38	$5222 21

8. DISBURSEMENTS OF FUNDS FOR INSTITUTE PURPOSES.

SPRING COURSE.

1888.

COUNTY.	Paid Institute Conductor.	Paid Other Instructors.	Expended for Lectures.	Paid Incidental Expenses.	Entire Expenditures for the Institute.	Balance on Hand.	Overdrawn.
Aurora	$36.00	$20.00	$23.00	$ 3.50	$ 82.50	$ 2.75	.....
Barnes	50.00	.....	15.00	45.70	110.70	.....	$31.70
Beadle	44.20	.....	.....	2.00	46.20	28.80	.....
Benson	65.00	.....	3.00	.....	68.00	15.50	.....
Billings	.....	.....	.....	.....	.....	.....	.....
Bon Homme	45.00	25.00	.....	14.00	84.00	16.78	.....
Bottineau	41.25	.....	37 25	2.90	81.40	.....	.....
Brookings	58.90	10.00	10.00	8.95	87.85	4.14	.....
Brown	43.25	34.00	.....	9.25	86.50	24.00	... ...
Brule	39.00	38.20	21.15	3.77	102.12	.....	.....
Buffalo	.....	.....	.....	.....	.....	.....	.....
Burleigh	41.50	20.70	.....	6.00	68.20	11.00	.....
Butte	.....	.....	.....	.....	.....	.....	.....
Campbell	25.00	.....	....	22.10	47.10	.....	.10
Cass	50.00	65.00	....	33.10	148.10	41.94	.....
Cavalier	35.00	.....	25.00	25.25	85.25	2.19	.....
Charles Mix	25.00	2.00	... .	25.00	52.00	12.73	.....
Clark	35.00	.....	24.00	28.75	87.75	21.62	.....
Clay	41.00	10.00	.....	9.70	60.70	30.00	.....
Codington	.....	.....	.....	.....	.....	.....	.....
Custer	.....	.....	.....	.....	.....	.....	.....
Davison	.....	.....	.....	.....	.....	.....	.....
Day	41.00	10.00	.....	4 00	55.00	34.50	.....
Deuel	39.00	10.00	.....	4.10	53.10	1.45	.....
Dickey	67.00	12.00	10.00	10.83	99.83	....	2.83
Douglas	37.50	32.00	.....	2.25	71 75	34.50	.....
Eddy	.....	.....	.....	.....	.....	.....	.....
Edmunds	54.00	7.75	.....	10.00	71.75	3.75	.....
Emmons	37.00	.....	.....	13.00	50.00	25.00	16.50
Fall River	.....	.....	.....	.....	.....	.....	.....
Faulk	25.00	20.00	.....	22.75	67.75	25.40	.....
Foster	26.43	.....	.....	2.75	29.18	4.32	.....
Grand Forks	51.50	25.00	15.00	17.00	108.50	14.50	.....
Grant	50.00	15.00	.....	21.80	86 80	.....	14 87
Griggs	.....	.....	.....	.....	.....	.....	.....
Hamlin	35.00	10.00	15.00	12.00	72.00	.....	17.40
Hand	35.00	25.00	12.00	1.00	73.00	45.95	.....
Hanson	.....	.....	.....	.....	.....	.....	.....
Hughes	39.00	9.00	5.00	1.65	54.65	2.10	... .
Hutchinson	35.65	24.00	....	10.75	70.40	13.32	....
Hyde	40.00	20.00	.....	19.70	79.70	52.97	.....
Jerauld	.....	.....	.....	.....	.....	.....	.....
Kidder	.....	.....	... ...	.....	.....	.....	.....

DISBURSEMENTS OF FUNDS FOR INSTITUTE PURPOSES.

SPRING COURSE.

1888.

COUNTY.	Paid Institute Conductor.	Paid Other Instructors.	Expended for Lectures.	Paid for Incidental Expenses.	Entire Expenses of the Institute.	Balance on Hand.	Overdrawn.
Kingsbury	$ 43 50	$ 20 00	$ 10 00	$ 5 00	$ 88 50	.....	$ 26 35
Lake	33 00	20 00	8 00	23 12	84 12	30 41	.....
La Moure	71 70	5 00	.....	11 00	97 70	.....	19 70
Lawrence	25 00	40 00	.....	25 00	90 00	.....	5 00
Lincoln	33 90	28 25	.....	15 50	77 65	18 16	.....
Logan	.....	.....	.....	.....	.....	.....	.....
Marshall	40 00	.....	5 00	3 00	48 00	5 25	.....
Mercer	.....	.....	.....	.....	.....	.....	.....
McCook	37 50	63 70	.....	6 00	107 20	.....	.....
McHenry	40 00	.....	18 00	10 25	68 25	1 75	.....
McIntosh	.....	.....	.....	.....	.....	.....	.....
McLean	41 00	.....	.....	17 90	58 90	.....	.....
McPherson	54 00	.....	.....	.....	54 00	.....	4 50
Miner	37 00	8 00	2 00	5 00	52 00	.....	7 00
Minnehaha	43 00	8 00	.....	19 00	70 00	16 85	.....
Moody	41 40	15 00	3 75	3 50	63 65	52 60	.....
Morton	.....	.....	.....	.....	.....	.....	.....
Nelson	32 00	.....	.....	13 75	45 75	9 25	.....
Oliver	.....	.....	.....	.....	.....	.....	.....
Pembina	50 00	.....	30 00	30 55	110 55	.....	33 15
Pennington	.....	.....	.....	.....	.....	.....	.....
Potter	40 00	10 00	.....	2 00	52 00	.....	2 60
Ramsay	.....	.....	.....	.....	.....	.....	.....
Ransom	.....	.....	.....	.....	.....	.....	.....
Richland	.....	.....	.....	.....	.....	.....	.....
Roberts	50 00	.....	.....	11 75	61 75	.....	21 75
Rolette	41 00	.....	.....	50	41 50	11 50	.....
Sanborn	.....	.....	.....	.....	.....	.....	.....
Sargent	60 20	20 00	.....	8 25	88 45	48 50	.....
Spink	50 00	65 00	20 00	17 70	152 70	32 05	.....
Stark	.....	.....	.....	.....	.....	.....	.....
Steel	36 00	.....	.....	6 00	42 00	53 50	.....
Stutsman	.....	.....	.....	.....	.....	.....	.....
Sully	38 50	.....	14 25	4 40	57 15	25 35	.....
Towner	40 00	.....	6 00	.....	46 00	.....	.....
Traill	50 00	25 00	.....	12 55	87 55	.....	11 95
Turner	.....	.....	.....	.....	.....	.....	.....
Union	37 00	27 00	.....	8 50	72 50	4 60	.....
Walsh	67 25	65 00	45 00	11 75	189 00	.....	.....
Walworth	41 00	.....	.....	.....	41 00	14 88	.....
Wells	.....	.....	.....	.....	.....	.....	.....
Ward	.....	.....	.....	.....	.....	.....	.....
Yankton	37 50	38 00	.....	25 00	100 50	.....	51 35
Total	$2499 63	$912 60	377 40	690 52	4,480 15	793 86	266 75

9. SAMPLE CERTIFICATE OF ATTENDANCE.

BRULE COUNTY TEACHERS' ASSOCIATION.

This is to certify that.....
has attended the Brule County Teachers' Institute for.....days.

.....
Conductor.

.....Dakota,.....18...

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10. SAMPLE NOTICE TO TEACHERS.

1888.

Yankton County Normal Institute to be Held at Yankton, Dak., April 30, to May 4, Inclusive.

Conductor, Gen. W. H. H. Beadle.
Assistants, Prof. A. F. Bartlett, Miss Esther A. Clark.
Manager, Supt. N. M. Hills.

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11. ANNOUNCEMENT TO TEACHERS OF YANKTON COUNTY.

"Pro Bono Publico."

A Normal Institute for the teachers of Yankton County will convene at the court house in Yankton on Monday, April 30, 1888, at 10 o'clock A. M. All persons teaching or intending to teach in any of the public schools of the county are required by law to be in attendance. It is unnecessary to urge the attendance of teachers, for the announcement of an institute always brings out, when it is possible for them to come, the honest faithful, intelligent and progressive teachers and those who desire to become such.

School officers, teachers in the high school and colleges, and all others interested in any of the schools of Yankton and adjoining counties are invited to co-operate with us in this work.

An Asian king once visited a king of Sparta, and noticing the absence of walls about the Spartan cities, exclaimed, "Where are your walls?" (In those days Asiatic cities were walled.) The Spartan king answered, "Tomorrow I will show you the walls of Sparta,"

On the morrow at high noon as the kings were upon the balcony of the palace, the Spartan soldiery, decked in holiday attire, marched through the street for review. The Spartan king, proud of his well deciplined army, said, "Behold the walls of Sparta."

The preservation of the liberties of the American people and the per-

petuity of our republican form of government depend upon neither walled cities nor a well drilled standing army, but we can point with pride to our public schools and say, with more reasons for confidence than had the King of Sparta, Behold the walls of American liberty.

Fellow teachers, we, then, are builders in these walls, and as we are building for all future time, let us see to it that we improve every opportunity to prepare ourselves to do well our part in the great work.

Truly yours,

N. M. HILLS,
Co. Supt. Schools.

LIST OF INSTITUTE CONDUCTORS WITH POST OFFICE ADDRESSES.

JOHN OGDEN.....Milnor,
W. H. H. BEADLE.....Yankton,
J. W. HARDEN.....Woonsocket,
J. C. COLLESTER.....Harrold,
W. H. DEMPSTER.....Redfield,
C. J. PICKERT.....Mellette,
WM. MITCHELL.....Fargo,
FAYETTE COOK.....Spearfish,
W. C. BOWER.....Hermosa.

13. GENERAL REPORTS
—OF—
INSTITUTE CONDUCTORS.

REPORT OF PROF. JOHN OGDEN.

HOSHKINS, DAK., Nov. 26th, 1888.

THE TERRITORIAL BOARD OF EDUCATION.

GENTLEMEN: I hereby submit a report in brief, of the institute work intrusted to me, by your honorable body, with such remarks and suggestions as seem most befitting the necessities of the occasion.

The attendance, so far as the writers part of the work is concerned, was uniformly good, in nearly all of the counties, the entire number of teachers ranging from 95 down to 9 or 10, with a general average of about 55 per institute, and an aggregate of over 600 teachers in all the eleven counties where institutes were held. The last two counties, Walworth and Campbell, had each about a dozen organized schools, but owing to the lateness of the season, some of the schools were already closed for the winter, but nearly all the teachers remained for the county institute. In one or two counties there seemed to be a lack of teachers, some having recently left the territory. But this lack in no case seemed to be very serious. If the institute season could close a little earlier, it would find more teachers in their schools, and hence a more general attendance. In the opinion of the writer, the institute season should close as early as the first, or at furthest, the middle of November.

At first, there seemed to be a fear in some of the counties that the change in the time of holding the institutes, incident upon systematizing the whole work in the territory, thus bringing all within the compass of three months, and under the control of the five or six conductors appointed by the territorial board, would work disastrously; but the hearty response of the teachers of the several counties, to the call of the board, soon allayed all fears from that source, and made it apparent that while the few were disappointed, the many were really accommodated by the change.

The compulsory attendance provided for in the law, while it does not seem necessary in cases where teachers feel the importance and responsibility of their calling, nevertheless acts upon those who do not. Like compulsory measures in all matters where neglect is likely to occur, it simply hedges

duty about with additional incentives to its performance. "The law is a terror to evil doers but a praise to them that do well."

In a new country where the usages of society have not yet taken on permanent forms, and in a measure as yet comparatively untried, the success attending this first movement to make the institute a state matter, has been highly creditable both to the framers of the law and to those appointed to carry it out.

There is, however, this fact to be taken into consideration, viz., the teachers, for the most part, coming as they do from the most advanced sections of the east and withal some of the most vigorous and enterprising ones, bring with them into this western world, all the intelligence and enthusiasm incident to the work. To this fact, therefore, as well as to the wise provisions of our legislators, must be attributed the success attendant upon this early effort to make the institute a permanent affair.

In a field of education so large and inviting as that presented in Dakota, it were almost criminal to neglect any opportunity to plant firm and deep the true principles and practices which shall render her schools the just pride of the nation.

The teacher's institute is regarded now, as a necessity to every complete system of public schools. They should supplement the the normal schools, both doing incidental work, and preparing the teacher as far as circumstances will allow, for the regular course of study adopted in these schools.

This implies that both of these educational instrumentalities shall be under the control of the same organizing and directing agency. This, with proper checks and balances, need in no wise conflict with local control. The one can be made helpful to the other.

Another important consideration is worthy of attention here. It is this: while local talent, in the way of instructors, should not be ignored in the institute, yet in order that there be system and uniformity, both in the management and instruction, and in order that these be of the right kind, it is necessary that the very best talent be employed, both as managers and instructors in these institutes. It will not do to employ mediocrity or amiability because it is cheap; nor yet to allow any competition in price to enter a field where the best only should be selected.

And again, there is great diversity in this regard, The field of inquiry and of special preparation is a large one; and no two persons, even of equal merit, will be likely to follow the same methods. And while strict uniformity in the special instruction is not desirable, yet there are general principals, and laws of learning, relating to this work that cannot be violated without detriment to this and to all educational progress. Especially is this important in the organization and prosecution of a work so vital to the interests of the whole system of schools for a territory so vast as Dakota. This subject demands the greatest attention. Many persons possessing what may be deemed a good education in an ordinary sense, are still unfit, by reason of lack in special preparation, for this work. And again many well disposed persons, who may have caught up a few educational ideas, and some special

methods in certain branches, feel themselves prepared for this work, while none but those who in addition to sound scholership have studied the laws of learning as they relate to child life, and the workings of the various educational systems of our country, are in any sense fitted for this work.

And in respect to the special work of the institute, it does not seem possible or even desirable, owing to the shortness of the time of a single session, say of one week, to say nothing of the difficulties of proper classification, etc., to do anything more in the way of academic work than merely to review some of the more important parts of the school studies, using them chiefly for the illustration of principles and methods. Neither does it seem desirable, especially in the county institute, to attempt any classification of teachers, as to grade. An institute is not a school in the ordinary sense, much less a common school. Its work therefore must be chiefly professional, and that which concerns all alike. This work can be done in less time, and at less expense on the whole, where all assemble together to discuss principles and methods. This matter should also receive attention at the hands of those who have these institutes in charge.

In order therefore that these and other kindred objects be secured, not only should such persons be selected as possess the necessary qualification and professional preparation, but it might be well that the board of institute conductors meet at some convenient point and draft a general plan for the management of the institute work. This board might meet at the call of the territorial board, and the territorial superintendent should, by virtue of his office, be chairman of the college of institute conductors. It might be well also, to invite county superintendents to participate in these deliberations, or at least send such delegates as shall represent them.

In some such manner, I can conceive not only an improved system of institute work, but a perfect agreement between the local supervision and the territorial board into whose hand the management of the institute, and the disbursement of the institute funds have been intrusted by the recent enactment of the legislature. All of which is respectfully submitted.

JOHN OGDEN,
Institute Conductor.

REPORT OF GEN. W. H. H. BEADLE.

YANKTON DAK., NOV. 1st, 1888.

THE TERRITORIAL BOARD OF EDUCATION.

GENTLEMEN: The Territorial Board of Education assigned me to conduct three county institutes, those of Douglas, Hutchinson and Bon Homme counties. By my own request I conducted a much smaller number than usual. In both Douglas and Hutchinson the attendance was hardly satisfactory in numbers, and was somewhat straggling in arrival for enrollment, while in Bon Homme county there was great improvement in these respects,

the number present was not large. The season of the year was apparently unfavorable. Schools had not opened and every person seemed required at home to help care for the large crops which had been raised. This cause was particularly manifest in Douglas, a new county, which had raised its first good crop and farmers could secure and thresh this only by exchanging work with each other.

The spring institutes, except in a very few cases, in my experience, have shown a most prompt, full and general attendance. When the country grows older, more fully developed and richer, and when teachers are employed for longer terms and make the work a more permanent profession, these influences will have less effect.

DOUGLAS COUNTY.

The total enrollment here reached about 36 in all, but there was a steady attendance of only 20 or 25 teachers, and these alone derived any benefit from the work attempted. The settlement of the county is about half American and half Hollander or Dutch, many of the latter present being learners yet of the English language. In this they showed great earnestness and the most commendable spirit and devotion. In reading and language work, which were made prominent features of the institute, this diversity was plainly indicated. In some cases this did not show, so well had they prosecuted the work under difficulties of home surroundings where Dutch was spoken. In a few cases when exactness was strictly pressed in thorough work this defect would appear when not before known, and gave occasion for apology to them and for commendation of their faithful work. This is prominently mentioned because it shows what excellent results may come from real effort, and because there is a contrast between these people and some other nationalities we meet, at least in the representatives we saw.

The County Superintendent, L. H. Parks, gave active attention to the institute and in local geography and other topics rendered valuable assistance showing good training in public school work, and a right vigorous purpose. It was found best to give most of the time to primary work which was apparently well received. The members were active in duty, prompt in attendance and showed a good spirit in literary and musical work in evening meetings.

HUTCHINSON COUNTY.

Before the time for assembling County Superintendent, Solon M. Daboll, informed me that he did not expect many teachers to attend, but kindly assured me this was in no respect on account of the Conductor sent them. I found his expectation fulfilled. The numbers who actually took part with any advantage to themselves was not over fifteen, but most of these did faithful work. The first day's attendance was very small and very few arrived before noon. Thus a dull and waiting method was enforced from the start and the result was at best a spiritless institute. When 80 or 90 should

have been present by 10 o'clock A. M. the first day and only a few came at all, those present did not feel the requirements of promptness, thoroughness and mutual help. It would have seemed better to select a dozen as a special class as in school and devote the time to special work with them.

If proper it would be pleasant to record here the 12 or 15 names of those who deserve honorable mention. Yet there were other and younger persons who received impressions that will appear in future school work.

When a great and rich county so responds to an educational call officially made the occasion lacks all inspiration, and every member is apt to regard the best work anyone can offer with great indifference. Study is neglected. There is no spur or emulation and the week passes in a dull and perfunctory manner. The population of the county is very generally of the Russian-German element. We learn they have many good schools and some excellent ones. Too many of the teachers speak and teach in German. Many feel too old to ever learn English well. Those who use it imperfectly hesitate to appear in an English speaking institute.

The Superintendent gave no assistance in the institute and attended little, being otherwise busy in the duties of his office. The citizens of Olivet showed a warm interest in the institute. Part of the teachers joined in two evening entertainments in readings, recitations and music, with some good original work. These were largely attended by the people. The county has gained greatly in the past, and will come forward more rapidly in the future in educational work.

BON HOMME COUNTY.

A fair representation of the teachers of the county were present in the forenoon of the opening day. The County Superintendent, Dr. W. E. Moore, was present with them to organize and start the work. The second day brought additional teachers and it may be said that about forty members gave the better part of the week faithfully to the duties. There was gratifying promptness in each half day's attendance, and every period was actively filled with work. Dr. Moore had been recently elected to the place and extraordinary calls in his profession kept him away part of the time. He had supplied an able and most useful assistant in Principal C. M. Young, of the Tyndall Graded School, whose inspiring and helpful work divided the labor and lent a fresher zest to the work of both. It is not possible for one conductor to do the best work all day and every day of the week, and at the same time hold the interested attention of all.

The institute was successful in results. It contained a large per cent of capable and well informed teachers and left a pleasant impression of the vigor and progress of the schools in the county. There were here, also, many whose late arrival or attendance for but a day left a regret that their ability and co-operation had not extended throughout the week. The rule should be that no teacher is too well qualified or too lacking in learning or experience to be required to meet with and work throughout the institute.

GENERAL REMARKS.

The suggestions of the circular from the Department of Education of the Territory are helpful, instructive, and very useful. This success leads to the hope that the Board may be able in the future to print the reading lessons for the institutes with outlines for the work so that all teachers can have the printed copy before them.

The visits of the Territorial Superintendent and his co-operation in the work are points of marked interest and usefulness. They are desired alike by superintendents, teachers and conductors, and give official weight and authority to the work of the institute. Teachers and officers desire to meet and see the representatives of the Territorial Board, and their presence is a social pleasure and educational incentive. They raise the work from the mere local character it is apt to assume and connect it as part of the great educational enterprise of the commonwealth. The public school system derives its existence and vitality from the general law and can never attain to all it should be unless considered as a whole by every part. When statehood is reached the full benefit of this general system will be realized and in approaching that due preparation should be made for it. These visits conduce, with the uniform examination and reports and other features, to establish this general character, and prepare and awaken the people to realize the fact that through constitutions and uniform laws alone can best results be reached.

There is a constant change going on in the personnel of the teaching force. The membership seems largely changed within two years. There is a need for constant attention to primary work.

My observations for many years tend to convince me that fewer topics should be treated in an institute. In my opinion the best institute for a single week could be reached by two conductors each taking one topic, the intervals to be filled with music and calisthenics. Each of the topics should take one period of an hour in both forenoon and afternoon. Each conductor should give a part of this time to methods of pedagogy. Then drill could be secured, impressions made, and lasting benefits imparted. In these years a greater progress would be thus made than by attempting to give instruction in all the common school studies at each session. I find it necessary to take two leading topics and treat the others less fully.

The conductor does not feel at liberty to report upon the County Superintendent and his records and work, unless the law requires it. If so plainly required and his time permitted (when relieved somewhat by an assistant) much good might be done by this means. I have written more generally than particularly, and close with the remark that the present institute system under the Board of Education is doing admirable work and producing good results that are evident on every hand. In the twenty or thirty institutes it has been my fortune to observe or study in the last eighteen months I have seen conclusive proofs of this. The teachers of Dakota are leading

the people in school sentiment and are building into the lives of the young the best elements of temperence, morality, integrity and good character.

Sincerely yours,

W. H. H. BEADLE.

REPORT OF PROF. J. W. HARDEN.

THE TERRITORIAL BOARD OF EDUCATION,

GENTLEMEN: In response to your inquiries in regard to the condition of the schools in counties in which I have conducted institutes, I submit the following:

I was assigned to institute work by your honorable body in the counties of Brule, Charles Mix, Hutchinson, Sanborn, Jerauld and Buffalo. I feel justified in saying that the institutes were successful, with perhaps a single exception. The attendance was in most cases all the management had a right to expect, and a reasonable degree of enthusiasm was displayed, and commendable progress made.

In regard to the needs of the schools of these counties I presume they in no wise differ from the needs of the schools in other parts of the Territory. There can be no question but that the needs of the schools are manifold, particularly the rural schools. *I do not think that the difficulties of Dakota* schools are peculiar to Dakota, but that they are general. They may be intensified here somewhat, owing to our recent settlement and imperfect organization. Our population is made up of many elements quite heterogeneous in character; emigrants are here from every state in the union, each nationality of Europe has contributed its quota and the Orient and the Isles of the Sea are represented in our midst. These people are possessed of many diverse ideas, and some perhaps, without ideas in regard to school matters, and under one system, each has a right to express his opinion, and use his influence. Time will be required for the leaven of even the wisest school system, to so effect these discordant elements as to produce satisfactory results. I will call especial attention to inefficient local supervision. Almost the entire supervision of the rural schools is assigned to the county superintendent, and to prove conclusively that it is almost barren of beneficial results, I have only to mention that the superintendents have from fifty to one hundred and fifty schools under their care, and that the terms are from three to six months, and most of them in session at the same time. The inclemency of the weather, and the pressure of other duties will necessitate the omission of visits, and the superintendent who has one hundred schools in charge must visit from two to four schools a day, and will be able to make but one visit to a school in a term. The results necessarily obtained are so meager that this supervision might almost as well be omitted. The inefficiency of school boards as supervisory, is too well known to be dwealt upon here. The

average member of a school board is conscious of having performed his whole duty, when he has purchased the coal, put whole glass in place of broken ones, obtained a box of crayons, contracted with the teacher and given the key intt his or her possession. No qualities of the teacher are thought of, but his disposition to accept a low price, and if the sub-director succeeds in employing a teacher at a very low price, it is conclusive evidence of his eminent financial ability, and insures his re-election. Such a thing as visitation to observe the discipline, the methods of teaching, the qualities of the teacher, and the general morals of the school is almost unknown. The patrons of the rural schools are rarely seen in the school rooms. They know practically nothing of the teacher's work except what is reported by the pupils. These schools are practically a *terra incognita* to the patrons, and there seems to be a wide separation in sympathy between patrons, teachers and schools, from which all suffer. The patron seems to alienate himself from the knowledge that he ought to have of the work, and becomes inclined to let matters drift, if he is not troubled. He becomes illiberal and grudging, satisfied to entrust his duties in this regard to others, and when he sees that the school tax amounts to more than half of all his tax, he is sure that there is a waste of power somewhere.

The average teacher, left to his own resources, and feeling that no bond of simpathy exists between himself and the patrons, and having no means of knowing the wishes of the patrons, generally does the best he can according to his light and capacity. If the school happens to be well taught, certainly the board and the patrons are not to blame, and if it is poorly managed, possibly the patrons and boards will not know it, and certainly the teacher is not wholly responsible. If there is any power vested by the school law, in the Territorial Board to vitalize and regenerate and bring to some knowledge of their duties, these local boards, it should be exercised. There seems to be a missing link between the schools and the county superintendent. This officer should have some means of knowing the needs of localities, from local officer or board, so that he may exert his influence where most needed. I think it would be well to require monthly reports from each sub-director, to the county superintendent, stating the number of times he has visited the school, and his opinion of the management, methods and qualities of the teacher, and the general condition of the school. He might be requested to select one or more patrons to perform these duties, and to make these reports. The teacher could not fail to be encouraged by some manifestation of interest in his work, and he would be strengthened by kindly criticism, and animated by discreet praise. The influence upon the pupils would be beneficial as they would soon understand that their progress was a matter of public concern and discussion, in the neighborhood. These visitors should take cognizance of the tardiness, truancy and unnecessary absence of pupils and make these things a matter of report; and if any vicious person was found among the pupils, who was beyond the control of the teacher, and whose influence was detrimental to the school, he should be properly expelled. Instances of this character are not uncommon where the efforts of a teacher

have been rendered abortive and the money expended for the school wholly wasted.

These visits should give the information whether the teacher should be retained another term or not. The frequent changes of teachers is one of the most enervating influences we have to contend with. If the average term of the rural school is four months, and a change of teachers is made each term, it is not exaggerating to say that with the average teacher and the average school, fully twenty-five per cent of the teaching force is wasted. Greater uniformity in the organization of the schools might diminish this waste, but nothing can justify the heedlessness of school boards in this regard. While it is the duty of the school board to get rid of an incompetent teacher as soon as possible, it is equally their duty to retain the services of one who gives reasonable satisfaction, as long as possible, even if an increase of wages should be required. It is common to hear a croaker complain of inadequate results from the expenditure of school money who will permit the school board to hire a different teacher for every term of school without a protest, who, notwithstanding that he is satisfied that effective work has been done by an incumbent, fails to put forth a single effort to induce the school board to retain him for another term. The same person, if he hires a man on his farm who does satisfactory work, will make an effort to employ him again, even at the cost of an additional dollar or two. It seems strange that the public cannot see that in this business of teaching, where the adjustments are so delicate and the work so important, the common business principles do apply with tenfold force. A protest has been made from every teachers' convention since such conventions have been, and no educator has failed to condemn the wasteful and extravagant policy of frequent changes. Notwithstanding, the evil seems to be increasing rather than the reverse. The responsibility for this does not rest with the educators or systems, but with the public and their chosen servants, the school boards, and they alone can apply a remedy. A community that will submit to see a school board fail to retain a competent teacher, on account of religious, political or personal prejudices, and not vote it into obscurity at the first opportunity and ostracise its members in society, is not worthy of respectable service. I think statistics upon this subject obtained by the central authority from the county superintendents and extensively circulated, might awaken public interest in the matter. The evils of irregular attendance and tardiness in the rural schools are much greater and more difficult to overcome than in the town schools. Indeed, it is simply impossible to secure punctuality and regularity with the present distribution of school houses, in inclement weather, and without these no school can produce satisfactory results. So far as I know, no effort is made in these schools to secure reformation in this regard, except the solicitation of the teacher. If school boards would make some rules against unnecessary tardiness and irregularity it might mitigate the evil to some extent. Country school boards, I believe, never make rules. The needs of classification in the country schools are positive and urgent. At present the utmost confu-

sion prevails. Pupils are classified according to their own desires or the wishes of parents. We find pupils reading in the fourth reader who are hardly competent to read in the second, and who are obliged to stop and spell out one-fourth of the words; who make pauses after every word, and take a long breath to sustain them in the struggle that is to follow when they attack the next word; and when they have scrambled and tugged, grappling vigorously with each successive word, but looking on to the next with misgivings from fear of being overcome, and frequently glancing at the teacher with a look that is a pitiful plea for help, they finally reach the end of the sentence, and heave a long sigh of relief. They have as much comprehension of its meaning as they would have of a similar amount of Choctaw.

All the energies of the mind and some of the body, have been engaged in the conflict with the words, and no attention could possibly be given to the thought. An instructor who can teach a pupil to read under such circumstances, possesses more teaching power than I have ever seen displayed. Reading is the foundation of knowledge, and until it is better taught, the want of this power will be a serious stumbling block in the way of progress, all along the line. A comprehensive knowledge of each word, as it appears in the reading lesson, must be insisted upon. A knowledge of the word must comprise the power to recognize its printed and script forms at sight, its orthography, alphabetic and phonic, and its correct enunciation. Unless the pupil acquires such a knowledge of words, that he may repeat them without any thought or effort, except in regard to their meaning individually and collectively, he cannot have that abstraction which is necessary to give expression to the meaning of the author. Better qualified teachers would offer a partial solution of the difficulty, but I think the main relief must come through classification, and system of promotion. As long as a pupil is permitted to take a higher book when he chooses, (which is usually when he sees another take one) and no acquirements are needed for promotion, the best energies of the best teacher will be neutralized. The same conditions exist in regard to other branches pursued. We find pupils trying to get lessons in higher geography, who know the meaning of scarcely half the words in the lesson, and who have not been required to perform any preparatory work, to enable them to understand maps or the directions or the mathematics which are necessary to a comprehension of the subject. Pupils may be found working in division who cannot subtract, and struggling with numbers which they can neither read nor write without the aid of a book, and of the magnitude of which they have no comprehension whatever. Pupils often pass from the subject of division because they can work the examples, by taking from the answer in the book each successive figure of the quotient, and who cannot work a single example without the book before them. They pass through the common school and emerge into the business of life, and are then to learn, if they ever do, how to compute the value of a load of grain, the interest on an obligation, the worth of a draft, of animals, or what they should pay for a load of coal. The rural schools are particularly delin-

quent in this regard, and while better teachers might diminish the evil, I believe that some system of classification and promotion will be the most potent factor in the solution of the problem. It has been said that the brightest and most vigorous elements of the urban population of this nation is from the country, and the product of the country schools.

I presume the statement is correct, but is it not because genius will succeed in spite of obstacles, because these are life-giving and invigorating elements in the pure air of the country, and because the country is free from the contaminating and enervating influence of the street, rather than from the character of the schools. The diversity of text-books is another grevious source of annoyance to the teacher. School boards should be reminded that the law giving them power to establish a uniformity of books is mandatory. It goes without saying that no satisfactory work can be done where the number of classes on the program is so great that the average time for each class is reduced to six or eight minutes.

This is frequently the case caused by the variety of books and want of classification. Teachers are unwilling and unable to make radical changes unless sustained by higher authority, and it is to be hoped that the central authority will evolve some system, and that a portion of the time of the spring institutes may be used to elucidate it. Dakota has been fortunate in having as an element of its population many experienced teachers. The tidal wave of emigration brought with it many who had done honor to the teaching fraternity in the East. Many of these probably came to reap sudden wealth from our fertile prairies, but not quite realizing their expectations, have again resumed their old occupations to supplement an unexpected deficit. At any rate, we ought to congratulate ourselves that they are with us, to labor and encourage and inspire. Many new ones are, of course, entering the field, and it is to be hoped that sufficient remuneration may be meted out to keep in the work the very best talent.

Teachers' gatherings in Dakota are, in my opinion, in no wise inferior in personnel or enthusiasm to similar gatherings in older communities. Notwithstanding our claim of equality, we realize that there is a necessity for a higher scientific knowledge and professional training for teachers. No matter how excellent the system, it is impossible to secure a satisfactory grade of instruction with indifferent teachers. It is from want of proper training that so many defects are apparent. Language lessons in the rural schools are almost unknown. We sometimes hear of teachers assigning a subject and requiring an essay (usually a subject far beyond the knowledge of the pupil); but regular and progressive work is extremely rare. There is no question but that the progress of the schools for the next generation will depend more upon the teachers than all other influences combined. As the teacher is the main factor in the successful school, he should have the best possible training for his work,

Are the agencies now at work adequate to the task? Will our normal schools, as at present organized and conducted, be likely to supply the deficiency? I believe more attention to training and less academic work on the

part of these schools, would be a change in the right direction, while a normal annex to an average college is productive of very meager results. Special technical training is required to raise teaching from a mere avocation to the dignity of a profession. While the public is content with present conditions and results, continually witnessing the ingress of charlatans and pretenders, and encouraging such by employment, seeing this, the noblest of callings, made a stepping-stone from which so many mount to what the world calls higher places, persistently making changes for petty reasons, offering little or no encouragement in the way of permanent employment or higher wages, we may look in vain for much improvement. I feel that this report would be incomplete without a tribute of respect to the County Superfntendents whom I have met. I have found them uniformly courteous, and with scarcely an exception thoroughly in earnest, and doing creditable work. It has been a matter of surprise to me that under our system of selecting superintendents, where political methods prevail, that so many efficient ones should be chosen.

All of which is respectfully submitted.

J. W. HARDEN.

REPORT OF PROF. W. H. DEMPSTER.

REDFIELD, DAK., Dec. 10th, 1888.

TO THE TERRITORIAL BOARD OF EDUCATION, Mellette, Dak.

GENTLEMEN: In compliance with your request to furnish you a general report of institute work done, I herewith submit the following:

EXPLANATORY.

My work began September 5th in Clark county and continued until December 3d. The work was coutinuous, one week at each institute. My work was in the following counties in order: Clark, Turner, McCook, Miner, Hamlin, Deuel, Grant, Roberts, Day, Edmunds, McPherson and Kingsbury. Probably the attendance averaged fifty teachers at each institute, thus bringing an acquaintance with some six hundred teachers.

CHARACTER OF THE WORK.

The instructions of the Board in regard to the character of the work, were fully carried out. The same program of work was not, and could not be, used in the different counties. The same objective points were kept in view and while the topics and manner of presentation varied, the results were uniform. The work in each subject was progressive, the elementary occupying the larger portion of the time. I think it best to put the remainder that I shall have to say under the three heads of Observations, Results and Suggestions.

OBSERVATIONS.

The counties in which I worked lie mainly in the eastern half of southeastern Dakota, thus giving me a chance to compare the work of the old and new counties. Contrary to my expectations I found a greater number, in proportion to the whole number of teachers, giving their attention almost exclusively to teaching, in the new counties than in the old. In the latter quite a number were teaching whose sole preparation was the work done in the ungraded schools of their own counties. But this is a commendable fact as it shows that the schools are attended by a class of older pupils, than in the newer counties.

In general, however, the same conditions prevail and what is needed in one county is quite generally needed in the other. In all sections there is too much change, too much uncertainty, to allow the best work to be done. I find that superintendents of the right stamp make their influence felt even though in office only a short time; also that a few active teachers are quite apt to awaken the whole mass. Last but not least, I am sorry to say that I observed that the prevailing ideas of institutes were erroneous. These points I will touch upon again.

The work undertaken by the Board of doing away with Institutes in the summer months and reducing the miscellaneous work to system was, I believe, a step in the right direction. As far as my work extended, I am glad to be able to report, that, in nearly every case the superintendents subordinated their own views to those of the Board, and heartily did all in their power to aid the work. This spirit increased as the objects of the work became more clear. What little opposition there was on the part of the superintendents rested mainly upon the following points:

1. They felt that they should be permitted to select, or, at least, be permitted to have a voice in the selection of the conductor of the institute. But they readily saw that the main object of the Board was to secure uniformity of the work and not to force the services of an objectionable person upon them.

2. In regard to the time of holding the institutes, I found great divergence of opinion. Each month of the year was selected by some one as the "best time" to hold an institute in his county. If by chance the weather was unfavorable, the inclination was to attribute it to the Board, but at the same time all admitted that the weather could not be foreordained.

These difficulties were met by the assurance that the board desired to bring about the greatest good to the greatest number, and at the least possible expense; that the work to be accomplished was very great and the time very short; that in the future such difficulties would be overcome as far as possible by correspondence with superintendents.

3. Only a few objected to the time on the grounds that it would necessitate the closing of the schools. The majority felt that the benefit to the teacher would far outweigh the detriment to the school by closing it for one week. Many of the superintendents had so presented the matter to the different school boards of their counties that most of the officers were in harmony.

As I look back over the work I feel compelled to say that I know of no instance where the superintendent did not have reason to be satisfied with the attendance of the teachers and with the time and place or the meeting. And if I judge from their work and manner they were satisfied.

In regard to teachers, the point most important of all is the attendance. I found that this was controlled largely by the character of the superintendent. If he was active, vigorous, exact, the teachers were prompt, faithful and active. In such cases the compulsory clause of the law was unnecessary, and received little attention.

1. Of course some teachers as well as superintendents felt disposed to criticise the efforts of the board. With them the main objection was that it necessitated the closing of the school. In one or two cases only did I learn of teachers who were so deeply interested (?) in the progress of their schools that they would not and did not close their schools. In every such case, let me add, I have good reasons to seriously question their great interest and their merit as teachers. In some cases such objections were raised by teachers in attendance, and from their work in the institute I know that they are excellent teachers. They were sincere in the expression of their views. Perhaps in the majority of the cases the objection came from teachers whose work in the institute did not warrant the conclusion that they held first rank.

2. The objection to attendance on the ground of poor pay was advanced by only a few. They feel that the law forces school boards to meet them half way. In some cases the superintendents had secured the promise of the school boards to allow their teachers full pay for the time they attended the institute.

3. Notwithstanding all that has been done to make the attendance of teachers easy and to warrant their attendance, I found that many held that half compliance was equal to full compliance, but yet admitted that it was not what they desired in their school work. Such teachers would enroll near the middle of the session, and then in many cases remain a member of the institute but a day or two. As an excuse for such conduct some claimed that they had not found previous institute work satisfactory. As usual they did not like the application made of these statements that they were assisting in what they condemned. I have no doubt that much time has been wasted in institute work by conductors who would arrange easy programs for a part of the time and permit the teachers to occupy the rest of the time as they saw fit. And I truly believe that some of the teachers spoken of were surprised to find that work really began at nine o'clock of the first day and continued to the evening of the last day.

4. Another hindrance to the full and complete attendance desired is found in the relation existing between the superintendents and the teachers of the graded schools in the independent districts, or rather I should say the lack of relation, for there is no relation whatever. This condition is sometimes made the basis for non-attendance of the teachers of the graded schools. In justice to the majority of the teachers, let me say that the oppo-

sition to closing the schools is more on the part of the school board than that of the teachers. Still there is quite prevalent the thought that teachers in the graded schools are, of a necessity, superior to the teachers of the country schools. It may not be necessary to this report, but I will venture the assertion that in nearly every county in south Dakota, if the positions were vacated to-day in the graded schools, they could be supplied to-morrow very acceptably from the country school teachers. Here is one wrong conception of the institute work. It is designed for the mass of the teachers. It gives an opportunity for the individual to work upon the individual, for comparison, for stimulation. It is for the high as well as the low. If teachers in the graded schools are the best, they are the ones who can be the least spared. If they are true professional teachers they will so regard the work. Independent districts, from this point of view, are a grand nuisance, hindering the growth toward a true profession.

In the way of conclusion and a brief review of the observations made, let me say that I believe that the work was as well planned and executed as could have been expected under the existing circumstances. Unpleasant weather was rare. I am forced to the conclusion that the season was well selected. Many of the teachers teach but a small part of the time. There is no season of the year when they are all free from pressing duties. Many would not attend in July or August because of the uncertainty of their teaching again. By holding the institutes while the schools are in session you reach the active teachers, those who are to go at once into the public schools, and this is the great aim of the work.

Do not get the thought that all or any of the meetings were not successful. I think that I may safely say that enthusiasm prevailed in every case. Sometimes it was very hard work to get the necessary enthusiasm, but it was usually obtained, either through the class work or by way of a sociable. Right here let me add one general observation upon the social feature of the work. It has received too little attention in the past. Teachers do not, as a class, meet each other and strangers easily. There is no class of people standing so much in need of the social qualities as the teachers. Much can be accomplished through the social features of the institutes.

RESULTS.

One of the most obvious benefits of your plan of work is that of immediate comparison of section with section, county with county. Superiority is as easily perceived as inferiority. The benefit is greatest to all concerned when the territorial superintendent or some member of the territorial board can visit the different institutes. But the next best thing is to have immediate and careful reports from the conductor and county superintendent of the conditions and needs of the work in the respective counties. The benefit to the teachers from such a visit are great but not so easily stated. Teachers are democratic in feeling. They want to know, and that intimately, their superior officers. By such visits of superior officers a close sympathy is

awakened that could be obtained in no other way. By having a regular season of visitation (acquaintanceship and information do not come by mere chance), each party looks forward to that time with a purpose. By the season selected the direct benefit is to the teachers actually employed in the schools. By having those working as conductors pass from county to county much good is accomplished by way of comparison of progress made. There is a greater conservation of energy. There is less waste of time and money. Greater uniformity is secured than by any other plan. Greater good results to the teacher, because what the conductor finds in one county he will probably find needed in the next, and is therefore better able to supply their needs.

Besides, these men are better able to present the views of the board, and, on the other hand, the board can better interpret reports than from strangers. Another way in which this systematic work may be of great benefit is in the means of exchange between county superintendents. If one superintendent is doing good work in the way of raising the grade of teachers, increasing salaries, or lengthing the tenure of office, the plan is communicated to others and they may do the same. It is my opinion from observation in the work that this question of tenure of office for teachers in ungraded schools may be much improved by the teachers themselves. They are too anxious in seeking a change themselves. In many cases their term is not closed in one place till they are employed in another school many miles away. A little better school house, the nearness to some friend, an increase of a small amount per month, serve as pretexts for a change. When the teachers become imbued with the idea that their best work is the slowest in showing results and when they become animated with the true spirit of teaching, there will be much less changing. I am confident that a close union of teachers with superintendent can effect wonders in this regard.

SUGGESTIONS.

1. Under this head let me refer first to the matter last mentioned: The tenure of office of teachers in the ungraded schools. On the part of the teacher there should be a desire to remain in the same school for a series of terms. There contracts should be for longer periods than one term of two or three months. They should contract, if possible, for the whole year, the vacations to be fixed in the contract. Would it not be well to urge these points upon the attention of teachers, superintendents and school officers?

2. I am convinced that promptness and faithfulness of teachers in attending the institutes must be left largely with the county superintendent. He is the moulder and maker of the educational sentiment of his county. But I would suggest that you urge some uniform system of enrollment. I am satisfied that many teachers attending for only a day or two have secured as great credit in the way of compensation as those who attended faithfully the whole session. This is an injustice to the faithful ones. A premium should in some way be placed upon promptness and faithfulness.

3. In the matter of conducting the institutes I have but very little to say

or suggest. One thing to me is evident, the best work will be accomplished when two, who can mutually supplement each other, can do the work of the institute together, one as conductor and the other as assistant. This gives each a period of needed rest and preparation succeeding a period of activity. The best results will be accomplished with the teachers all in one group than will result from a division of the class. It is not best always to depend upon local assistance entirely though it may be very efficient. I will say, however, that whenever local assistance was given me it was of a high order and generally satisfactory, but I think that better results could have been obtained in every case had there been a previous acquaintance and consideration of the work to be done and the results to be accomplished.

4. The only suggestion that I can make regarding the time of holding the institutes is, that I believe it would be best to begin the work in August, if necessary, in order to close the work by the middle of November.

The visits of members of the Territorial Board were very beneficial, I believe, and I would most respectfully urge their continuance to the greatest possible extent.

5. There are two classes of teachers—those who see nothing different in the present work from what has distinguished it in the past and those who are satisfied with things as they are. The former are the hardest class to work with. None are so blind as those who will not see. Change is necessary to a certain extent. In general it may be more easily brought about by a change of conductors. My own view is that the same conductor should not be sent to the same place more than two or three times in succession. A far more important point is the proper gradation of the work to insure the necessary change and advancement.

There is before you another problem not easily solved. It is, how to make the county institute of such character that high and low, old and young will be anxious to attend and be sure of profit. To this end you must have the earnest co-operation of all concerned. The men entrusted with this work must be able and enthusiastic workers. With clear and well defined ideas of the character and aim of the institute before the teachers and superintendents, and with men who will faithfully carry out these ideas I shall have no fears of your successful solution of the problem.

In the spring course my work began March 26, 1888, and extended to June 4, 1888, in the following counties in order: McCook, Minnehaha, Miner, Faulk, Spink, Brown, Codington, Deuel, Kingsbury, Hamlin and Clark. In six of these counties I had charge of the work in the fall. My opportunities for observing correction of faults and general improvement were very favorable.

In almost every case I observed a greater desire for promptness. Teachers assembleb feeling that they were going to be fully occupied at pleasant work. With some, previous ideas of an institute led them to expect a place of grammatical snares and traps. The work of the fall course has removed this feeling.

They came resolved to do all within their power.

To the conductor it was a great pleasure to meet so many again. With this pleasure there was pain. Some four were missing. Inquiry brought forth the fact that some of the missing ones had nobly perished at the post of duty in the great storm of January.

The fact that so large a number were "new teachers" caused me to observe more closely the benefits of regular institute work. I am convinced that more than one-third of our teachers are replaced by new recruits yearly. In the main, these have little special preparation.

In addition to the observations mentioned above, I must assert here that the influence of those present in the fall was in a marked degree encouraging. A more thorough professional spirit was easily noticed.

The increase in attendance was also marked. In many cases it was difficult to find suitable accommodations for assembling.

In nearly every instance we were able to arrange for work in singing under competent leadership.

This feature, to my mind, is of great importance, and I hope it will not be overlooked in future work. The same may be said of free-hand drawing. When teachers see how much they can do in such directions, by correct attention and understand the benefits of such work, they will accomplish more.

Especially large and enthusiastic meetings were those at Sioux Falls and Redfield. At the former the enrollment reached nearly 100, and at the latter 125.

The only case of failure I need not review here. You will recall that owing to the controversy over the matter, and the influence exerted directly against the holding of an institute, the attendauce was very small. Those in attendance expressed themselves as satisfied. The work of the few was very satisfactory.

It is quite easy for the county superintendent to bring about, in a large degree, the results aimed at.

Another point observed in the spring course is that many teachers asked for further work in the line of the work of the fall institute, showing that suggestions made had been acted upon. I am positive that there is an increased feeling that the work is very important, and that many teachers look forward to the institute as a time for them to receive valuable assistance.

The results of the spring course, in my estimation, were far better than in the fall, mainly for these reasons: Superintendents were better informed as to your plans; they realize that the counties of the territory might have common needs. Many seeing that the main expense of the work would be met independent of the small fund they had on hand, feel that they could safely undertake an institute. In counties where work had been done in the fall, all met with the one thought that no time would be wasted, but that practical subjects would receive attention. The work was progressive in character. I must pronounce the work of the spring course as highly satisfactory.

In the course ending with the first of the present month my work was

slight. Other duties would not admit of my doing much in this line. The four counties of Turner, Potter, Faulk and Spink comprised my circuit. In three of these I had conducted the work of the spring course. These meetings were enthusiastic and inspiring. The attendance in each county was very good and a high per cent. of actual number in the county. In Spink county over one hundred teachers enrolled the first day. The enrollment reached over one hundred and thirty bona fide teachers. The occurence of Thanksgiving day did not materially affect the attendance, few absented themselves for half a day.

In conclusion allow me to say that I believe we may have a great and just pride in the work, and point to work done and results obtained that many of the states can not.

Respectfully yours,

W. H. DEMPSTER.

REPORT OF PROF. J. C. COLLESTER.

To TERRITORIAL BOARD OF EDUCATION,

GENTLEMEN:—In compliance with your request, I submit the following report of my work as conductor of teachers' institutes, with a few remarks and suggestions.

Within the school year ending June 30, 1888, I conducted thirteen institutes held in the counties of Aurora, Hutchinson, Bon Homme, Douglas, Brule, Charles Mix, Ramsey, Nelson, Steele, Griggs, Emmons and Burleigh.

In every instance the graded schools and other independent schools of the county were closed and their teachers attended the county institute, working harmoniously with us, and contributing valuable aid.

However, the teachers of district schools always constituted much the larger number, and the instruction given was especially intended to meet the needs of such.

A lack of knowledge in theory being less often the cause of poor teaching than a lack of the intelligent application of theory, I endeavored to make methods of teaching especially prominent.

In a few counties, I performed the work of instructing without aid, but in most of the counties, the superintendent or some local teacher assisted me, and much of the interest manifested, and of the good accomplished, is due to them. I found no opposition on the part of the county superintendents or teachers to the present system of institutes held by territorial conductors under the direction of the territorial board, but all gave their hearty co-operation and support. I sincerely commend the policy of furnishing one conductor to each institute, to be assisted by local teachers selected by the county superintendent

The present plan of placing all institutes under the control of the territorial board is a marked improvement over the old one of placing them under the control of superintendents, many of whom were not practical teachers and therefore incompetent to manage an institute themselves, and so hampered by political obligations as to compel the employment of their friends with little regard to fitness. The most of the institutes were conducted without any definite plans, and, usually, one was a repetition of the others, giving to the older teachers who had attended several of them just cause to complain of their enforced attendance to listen to "thrice told tales."

The action of the territorial board in making out a syllabus of the work to be done in each year and changing the matter covered by each institute, not only removes this cause of complaint, but institutes a progressive course of instruction uniform throughout the territory, and, therefore, insuring equal benefits to every locality.

There is a desire on the part of some to devote the intsitutes to academic instruction instead of the theory and practice of teaching. The universal tendency of such institutes to degenerate into mere "cramming" schools for enabling unworthy applicants to pass the examinations with which such institutes are closed, makes them, in my opinion, a very questionable expedient. Besides, even if they are conducted ever so fairly, very many teachers who would otherwise have attended some good school and thoroughly fitted themselves for the teacher's work, finding that they can get certificates by attending these academic or so-called normal institutes for a brief period each year, neglected the higher preparation to the detriment of the state, and thus convert what was intended to be a public benefit into a public injury. In an eastern state, within the writer's personal knowledge, where these institutes were introduced some years ago, the standard of scholarship has steadily fallen; and in other states, where such institutes have been held for a considerable time, the same effect is said to be plainly noticeable. In view of these facts, I would recommend that the institutes continue to supppliment the public schools and acadamies by doing true normal work, making school management and methods of teaching their primary object, and academic instruction secondary and incidental to the objective presentation of method.

It is to be regretted that more ample provision is not made in the school law for the visiting of county intitutes by members of the Territorial Board of Education. The zeal and enthusiasm which such a visit imparts to an institute and the confidence inspired by a personal acquaintance with the heads of the educational system are invaluable; and it is to be hoped that the law will be so changed as to admit of such visitations.

There are many worthy teachers in Dakota, perfectly competent to teach any common school who are prevented from getting territorial certificates by a lack of knowledge in some branch required, or by the expense incident to travelling long distances to the place of examination. I would respectfully suggest that, if institute conductors were empowered by law to examine

teachers, under the instructions of the Territorial Board, in counties where they conduct institutes, and to issue certificates equivalent to county certificates of the first grade, but valid in any county of the territory, it would greatly encourage more thorough preparation on the part of teachers who would desire to hold them and be a great favor to competent teachers who can now contract for schools only in counties where they have been examined. This provision needs not make any additional expense to the territory, and would I think, result in much good.

During the fall of 1888, I conducted 11 institutes in the counties of Lincoln, McCook, Stark, Emmons, Burleigh, Morton, Ramsey, Nelson, Steele, Hand and Stutsman, and the marked increase of interest in school work exhibited by the teachers abundantly confirms the wisdom of the present institute system, some improvements are needed perhaps, but I think it beyond question that the territorial plan is the correct one.

In closing permit me to express my appreciation of the benefits conferred by the Territorial Board of Education upon the teacher's intitutes by their frequent personal visits, practical suggestions, and excellent courses of instruction, and to extend my thanks for the many personal courtesies received.

Very respectfully,

J. C. COLLESTER.

REPORT OF PROF. C. J. PICKERT.

TO THE HONORABLE TERRITORIAL BOARD OF EDUCATION:

GENTLEMEN,—In obedience to instructions, I have the honor to submit the following report upon the institute work under my direction during the year ending with June 30, 1888.

I have conducted institutes in the counties of Sargent, Barnes, Hand, Hyde, La Moure, Stutsman, Kidder, Burleigh (combined with McLean), Morton (combined with Stark), Eddy, Ramsey, Nelson, Steele, Marshall and Richland during 1887, and in 1888, Grand Forks, Pembina, Cavalier, Foster (combined with Wells), Benson, McHenry, Bottineau, Rolette, Towner and McLean—twenty-five. The classes ranged in number from ten to ninety, aggregating a little more than eight hundred. Many of these counties are but thinly peopled, and the classes have been more remarkable for their devotion to earnest work than for their large membership. At Bismarck and Mandan were teachers from adjoining counties, who had travelled by team over sixty-five miles. The teachers of Cavalier county voluntarily gathered for one day's work a month after the regular institute. And in the newer counties generally, the entire population took an active interest, and made the institute, in many instances, the greatest event in the history of the town. Professional men contributed to the entertainment and instruction, business men were generous in supplementing the scanty funds, homes opened wide their doors, and the press almost invariably published full accounts and gave many kind words of encouragement.

I report these facts because I believe that the institute that interests the teachers only fails of half its purpose. In the very few where the people generally failed to actively support and second the work, I found the teachers disspirited and difficult to arouse to their best efforts. And in such counties only have I failed to learn later of marked results of the work of the week. In two towns the economical school boards refused to recognize the institute, and there it was found impossible to arouse any degree of public spirited interest among the people or to confer upon them the benefit of an educational revival, such as has generally resulted from our work.

The patrons and teachers of the lighter counties especially have appreciated the necessity of this agency. The stronger counties have high schools or other institutions from which to recruit. But away from these poverty compells the employment of resident men and women, and let a teacher be never so well provided with lore, it is absolutely necessary that he come frequently in contact with his equals or superiors, be placed under the criticism of an audience other than children, and brought eye to eye before the public, and be enabled—nay, constrained—to cultivate the social faculty. At present the institute is the only effectual means of ministering to these needs, and I am convinced that the indirect results of the week in the institute quite equals the direct.

Evening lectures by men of ability, residents and visitors, have proven an invaluable aid, and it is hoped that more superintendents will diligently endeavor to secure such. It is by no means necessary that such lectures relate directly to school education, but rather the converse. It is unfortunate that the county institute fund cannot be devoted almost exclusively to this purpose, and the conductors' expenses be borne by the territory, as in the more progressive states. Besides the many who delivered single lectures I wish to acknowledge the services of the Hon. H. W. Lord, of Devils' Lake, and of President Homer B. Sprague, of the North Dakota University, who delivered a number of lectures in places difficult of access, and whose efforts have resulted in higher thinking and truer teaching with many a teacher.

"Just what we need," is the comment of superintendents upon the syllabus, and it has been very generally followed. A set method of presenting a subject is quite as impracticable in an institute as in a school, yet with all the various modes of work followed we have kept close to the outline. Where an institute followed a preceding one under a different conductor, the advantages of the syllabus and our general organization were especially evident. Loss by repetition was avoided, and the teachers having been engaged for six months upon lines of thinking and working which had been suggested, were prepared to prosecute their work with a better understanding of its bearings and practical applications. To return to our former (lack of) system would be to squander our money, our work and our time. It is a matter of observation that where teachers meet for one week once in six months they increase their capacity for work far more than where they meet for a fortnight once a year. Although the semi-annual institute is im-

practicable in many counties, it is to be encouraged, and even urged, wherever the conditions will permit.

Academic studies have received very little attention. While a very few teachers have been encountered who were teaching by processes which have been generally discarded for a score of years, yet I do not find so many who are ignorant of method-isms as of those who, from a lack of generous knowledge of what lies deeper than methods, are unable to effectively employ them. The majority have read at least one standard work on pedagogy, and their present need is the vivifying influence of free discussion, question and answer. While many schools are scantily supplied with books or apparatus of any kind, a greater loss is sustained through the inability of the teacher to make available what is at hand. This they will rarely overcome by reading only. It is found necessary to devote much time to the consideration of how to use the tools of a school room, and it is recommended that this line of work be made more prominent in the next syllabus. The incorporation of reading circle work has proven wise, and if superintendents can be induced to give the matter the attention it deserves, it may be made to carry the influence of one institute well along toward the next. Teachers might be required to present something from the reading circle work at the "Friday evenings," which are giving such valuable training in "thinking upon one's feet." It is found necessary to hold in check a tendency towards theatrical effects at "Friday evenings." A few light recitations and readings and plenty of music are found sufficient to enliven an evening of very solid work

The graded course of study is received generally as a welcome aid. It will in a short time obviate an incalculable loss of time now sustained by so many country schools for lack of proper organization and sequence of work. By making the institute work hereafter relate directly to the course of study the effectiveness of both may be generally increased.

An institute is a very sensitive organization. It depends upon many things outside of a conductor's ability, and upon none more than upon the tact and force of the county superintendent. He alone can secure that first requisite, prompt attendance, and nowhere have I observed so much complaint of the "hardship" of attending as where the superintendent has been over kind in excusing absence. In a very few instances the week was virtually squandered in consequence of members coming and departing in such a manner as to break all continuity of work. The conductor prays that teachers who do not attend regularly will absent themselves consistently. I have taken measures to inform myself concerning teachers who "don't need to attend," and have yet to find one who is equal to the average teacher. The ablest teacher not only does but also actually receives the most good at an institute. The practical superintendent avails himself of all a conductor's powers by bringing him in contact with all the people whose support is for any reason desirable. A request or invitation from the stranger often goes a long way in supporting that of the resident official. Towns suffering from apathy to school interests have been well revived by this simple means. Slight as the

cause may seem, a failure on the part of the superintendents to properly introduce strange teachers has sometimes seriously retarded class work. The strange teacher, painfully self-conscious, knows not where to turn for a friendly glance, and blunders in an exercise in a manner to petrify the class. And it is catching. Whenever, at the "Monday evening social," the superintendent and older teachers have deported themselves as hosts, the young and diffident have shaken off awkward reserve and have done better work throughout the week in consequence; but where none have been engaged to seek out and entertain strangers, to start social games and to prevent stagnation generally, where the preparation for the social begins and ends with publication of notice, the ladies have quietly taken one side of the house and the gentlemen the other, and sat with folded hands or twirling thumbs. Then must the conductor "buckle to," and his social qualities must be of a high order if he is to break the deadlock. Rarely, a superintendent has absented himself from the sessions, and invariably with bad results. That which cannot hold the superintendent does not appear so engrossing to the teacher.

It is greatly to be regretted that there is no provision whereby the Territorial Superintendent or members of the Territorial Board might attend more of the institutes. How often have I heard "Of course we can't expect them to have time to think of us—away off here!" The Territorial Superintendent has been present at eight of my institutes, at some a whole day. The result of their acquaintance with their superior officer, of their knowledge that he was cognizant of their work, difficulties, plans and ambitions, that the department was readily approachable, and that a critical eye was upon them even in their sequestered school rooms, has been to give them firmer courage, greater sense of responsibility and a higher estimate of their relation to the great body public.

The work during the year has been to the conductor an almost unmixed pleasure. County superintendents without a single exception have accorded a reception more kindly than mere official courtesy demanded. Assistant instructors have brought to the work an ability and zeal which, with their desire to make their individual labors a part of a harmonious whole, have produced the most satisfactory results. Teachers, with but few exceptions, have evinced a determination to carry the work of the institute to its proper application—in their school rooms. The wise provision and kindly oversight of the Territorial Board of Education have enabled all agencies to contribute to the one great object, the nurture of the future citizen.

Mellette, Dak., June 30th, 1888.

Respectfully submitted.

C. J. PICKERT.

14. RECORD OF BILLS DRAWN AND AUDITED ON TERRITORIAL APPROPRIATION FOR INSTITUTE PURPOSES.

CONDUCTOR.	Date of Bill.	Date of Audit.	County for which Service was Rendered.	Amount Allowed.	Total
C. J. Pickert.....	June 7.....	June 25.....	Sargent	$25 00	
	June 13.....	June 25	Barnes.....	25 00	
	Sept. 9.....	Oct. 21.....	Hand.....	25 00	
	Sept. 17.....	Oct. 21.....	Hyde.....	25 00	
	Sept. 24.....	Oct. 21.....	La Moure.....	25 00	
	Oct. 1.....	Oct. 21.....	Stutsman.....	25 00	
	Oct. 8	Oct. 21.....	Kidder.....	25 00	
	Oct. 15.....	Dec. 10..... ..	Burleigh	25 00	
	Oct. 21.....	Dec. 10.....	Morton.....	25 00	
	Oct. 29.....	Dec. 10.....	Eddy.....	25 00	
	Nov. 12	Dec. 10.....	Ramsey.....	25 00	
	Nov. 19... ...	Oct. 10.....	Nelson.....	25 00	
	Nov. 26	Dec. 10.....	Steele.....	25 00	
	Dec. 10.....	Dec. 10... ..	Marshall.....	25 00	
	Dec. 16.....	Dec. 10.....	Richland.....	25 00	
	March 31.....	May 8.....	Grand Forks....	25 00	
	April 7.....	May 8..... .	Pembina.....	25 00	
	April 13.....	May 8.....	Cavalier..... .	25 00	
	April 20.....	May 8.....	Foster	25 00	
	May 4..... ...	May 8.....	Benson.....	50 00	
	May 11.....	June 20	McHenry	25 00	
	May 8.....	June 20.....	Bottineau.....	25 00	
	May 25.....	July 11.....	Rolette	25 00	
	June 1.....	July 7.....	Towner.....	25 00	
	June 15.....	July 7.....	McLean.....	25 00	$650 00
C. H. Clemmer.....	Aug. 5.....	Sept. 2.....	Grand Forks....	$50 00	
	Aug. 31.....	Sept. 2.....	Traill	50 00	
	July 2.....	Sept. 2.....	Foster.....	25 00	
	July 16.....	Sept. 2.....	Ransom.....	25 00	$150 00
L. C. Lord.....	July 23.....	Sept. 2.....	Traill.....	$25 00	$25 00
Wm. Mitchell.....	July 30.....	Sept. 2.....	Pembina.....	$30 00	
	Aug. 29.	Oct. 21.....	Cass	25 00	
	Oct. 21.....	Dec. 10.....	Stark	25 00	
	April 20.....	May 8	Traill	25 00	
	May 25.....	June 20.....	Cass.....	25 00	
	June 4..... ...	June 20..	Barnes.....	25 00	
	June 18	July 7.	Walsh	25 00	$180 00
E. C. Patterson.....	Sept. 17.....	Oct. 21.....	Beadle.....	$25 00	$25 00
H. E. Kratz.....	Sept. 10	Oct. 21.... ...	Davison.	$25 00	$25 00
A. S. Jones	Sept. 3	Oct. 21.....	Union.....	$25 00	$25 00
B. F. Hood.	Sept. 9.....	Oct 21.....	Dickey.....	$25 00	
	Oct. 1.....	Oct. 21.....	Brown.....	25 00	$50 00

RECORD OF BILLS DRAWN AND AUDITED ON TERRITORIAL APPROPRIATION FOR INSTITUTE PURPOSES.—Continued.

CONDUCTOR.	Date of Bill.	Date of Audit.	County for which Service was Rendered.	Amount Allowed.	Total.
John Ogden.....	Sept. 10.....	Oct. 21.....	Lincoln.....	$25 00	
	Sept. 17.....	Oct. 21.....	Turner.....	25 00	
	Sept. 23.....	Oct. 21.....	Clay.....	25 00	
	Sept. 30.....	Oct. 21.....	Yankton.....	25 00	
	Oct. 7.....	Dec. 10.....	Bon Homme....	25 00	
	Oct. 14.....	Dec. 10.....	Hanson.....	25 00	
	Oct. 21.....	Dec. 10.....	Hughes.....	25 00	
	Oct 28.....	Dec. 10.....	Sully.....	25 00	
	Nov. 4.....	Dec. 10.....	Potter.....	25 00	
	Nov. 11.....	Dec. 10.....	Walworth.....	25 00	
	Nov. 18.....	Dec. 10.....	Campbell.....	25 00	
	April 6.....	May 8.....	Day.....	25 00	
	April 20.....	May 8.....	Edmunds.....	25 00	
	May 4.....	May 8.....	Lawrence.....	25 00	
	May 18.....	June 20.....	Dickey.....	25 00	
	May 25.....	June 20.....	Marshall.....	25 00	
	June 1.....	June 20.....	Grant.....	25 00	
	June 11.....	June 20.....	Roberts.....	25 00	
	June 30.....	July 7.....	Sargent.....	25 00	$475 00
J. W. Harden.....	Sept. 24.....	Oct. 21.....	Charles Mix.....	$25 00	
	Sept. 30.....	Oct. 21.....	Brule.....	25 00	
	Oct 14.....	Oct. 21.....	Douglas.....	25 00	
	Oct. 21.....	Dec. 10.....	Hutchinson.....	25 00	
	Oct. 28.....	Dec. 10.....	Jerauld.....	25 00	
	Nov. 18.....	Dec. 10.....	Sanborn.....	25 00	
	Nov. 29.....	Dec. 10.....	Buffalo.....	25 00	
	March 30.....	May 8.....	Sanborn.....	25 00	
	April 6.....	May 8.....	Lake.....	25 00	
	April 13.....	May 8.....	Moody.....	25 00	
	April 20.....	May 8.....	Hand.....	25 00	
	April 27.....	May 8.....	Hyde.....	25 00	
	May 4.....	May 8.....	Hughes.....	25 00	
	May 11.....	June 20.....	Sully.....	25 00	
	May 18.....	June 20.....	Potter.....	25 00	
	May 25.....	June 20.....	Walworth.....	25 00	
	June 2.....	June 20.....	Campbell.....	25 00	
	June 8.....	June 20.....	McPherson.....	25 00	$450 00
W. H. Dempster.....	Sept. 10.....	Oct. 21.....	Clark.....	$25 00	
	Sept. 23.....	Oct. 21.....	McCook.....	25 00	
	Sept. 30.....	Oct. 21.....	Miner.....	25 00	
	Oct. 7.....	Oct. 21.....	Hamlin.....	25 00	
	Oct. 21.....	Dec. 10.....	Deuel.....	25 00	
	Oct 28.....	Dec. 10.....	Grant.....	25 00	
	Nov. 4.....	Dec. 10.....	Roberts.....	25 00	
	Nov. 11.....	Dec. 10.....	Day.....	30 00	
	Nov. 18.....	Dec. 10.....	Edmunds.....	25 00	
	Nov. 25.....	Dec. 10.....	McPherson.....	25 00	
	Dec. 2.....	Dec. 10.....	Kingsbury.....	25 00	
	March 30.....	May 8.....	McCook.....	25 00	
	April 6.....	May 8.....	Minnehaha.....	25 00	
	April 13.....	May 8.....	Miner.....	25 00	
	April 20.....	May 8.....	Faulk.....	25 00	
	April 27.....	May 8.....	Spink.....	25 00	
	May 4.....	May 8.....	Brown.....	25 00	
	May 4.....	June 20.....	Codington.....	25 00	

RECORD OF BILLS DRAWN AND AUDITED ON TERRITORIAL APPROPRIATION FOR INSTITUTE PURPOSES.—Continued.

CONDUCTOR.	Date of Bill.	Date of Audit.	County for which Service was Rendered.	Amount Allowed.	Total.
W. H. Dempster.....	May 18.....	June 20.....	Deuel.....	$25 00	
	May 25.....	June 20.....	Kingsbury.....	25 00	
	June 1.....	June 20.....	Hamlin.....	25 00	
	June 8.....	June 20.....	Clark.....	25 00	$555 00
W. H. H. Beadle.....	Sept. 30.....	Oct. 21.....	Minnehaha.....	$25 00	
	Oct. 7.....	Oct. 21.....	Moody.....	25 00	
	Oct. 15.....	Dec. 10.....	Lake.....	25 00	
	Oct. 22.....	Dec. 10.....	Brookings.....	25 00	
	Oct. 28.....	Dec. 10.....	Faulk.....	25 00	
	Nov. 4.....	Dec. 10.....	Spink.....	25 00	
	March 31.....	May 8.....	Lincoln.....	25 00	
	April 6.....	May 8.....	Clay.....	25 00	
	March 19.....	May 9.....	Union.....	25 00	
	April 20.....	May 8.....	Beadle.....	25 00	
	April 30.....	May 8.....	Yankton.....	25 00	$275 00
A. F. Bartlett.....	April 6.....	May 8.....	Brookings.....	$25 00	$25 00
W. C. Bower.....	Oct. 7.....	Dec. 10.....	Custer.....	$25 00	
	Oct. 15.....	Dec. 10.....	Pennington.....	25 00	
	Oct. 28.....	Dec. 10.....	Fall River.....	15 00	$65 00
J. C. Collester.....	Oct. 22.....	Dec. 10.....	Aurora.....	$25 00	
	March 24.....	May 8.....	Hutchinson.....	25 00	
	March 31.....	May 8.....	Bon Homme.....	25 00	
	April 6.....	May 8.....	Douglas.....	25 00	
	April 13.....	May 8.....	Brule.....	25 00	
	April 20.....	May 8.....	Aurora.....	25 00	
	April 27.....	May 8.....	Charles Mix.....	25 00	
	May 12.....	June 20.....	Ramsey.....	25 00	
	May 19.....	June 20.....	Nelson.....	25 00	
	May 5.....	June 20.....	Steel.....	25 00	
	June 1.....	June 20.....	Griggs.....	25 00	
	June 8.....	June 20.....	Emmons.....	25 00	
	June 15.....	June 20.....	Burleigh.....	25 00	$325 00
F. L. Cook.....	March 30.....	May 8.....	Lawrence.....	$25 00	$25 00
Total sum paid during year for services of conductors.....					$3,325 00

EXHIBIT NO. 10.

THE READING CIRCLE.

Report of the Secretary and Treasurer.

MITCHELL, DAK., Dec. 7, 1888.

TO THE HONORABLE TERRITORIAL BOARD OF EDUCATION.

GENTLEMEN:—In compliance with your request, I have the honor to present the following report of the South Dakota Teachers' Reading Circle.

HISTORY.

At the annual meeting of the South Dakota Educational Association at Huron, in 1885, a resolution was passed requesting President W. H. H. Beadle to arrange a course of reading for the teachers of South Dakota. The course was well selected and arranged, but because no organization was formed, no authority granted, no one interested himself farther in the work, and aside from creating sentiment in its favor and preparing the way for its organization, nothing was accomplished.

At the annual meeting at Pierre in 1886 the following resolution was passed: "There shall be organized a teachers' reading circle, to be under the control of this association and to be known as the South Dakota Teachers' Reading Circle. A constitution was adopted which provided a board of managers, consisting of six members, who were to form plans of work and outline a course of reading. This board was elected and organized as follows: W. H. H. Beadle, president, E. A. Dye, Esther A. Clark, W. H. Dempster, Jas. S. Bishop, and H. E. Kratz, secretary and treasurer. Circulars were printed, county superintendents were appointed as county managers, and the machinery was set in motion. Unfortunately county superintendents not knowing whether they would be re-elected at the pending election, were undecided whether to accept the county managership,—hence the work of organization was an almost entire failure the first year. Only six counties supported local reading circles: Bon Homme, Davison, Hamlin, Hughes, Sully and Turner, aggregating fifty-four members. At the annual meeting at Mitchell, the summer of 1887, the board was more permanently constituted and the following organization effected: Pres. W. H. Dempster, W. H. H. Fate, Miss J. M. J. Pryne, Miss Alice Sanborn, Jas. S. Bishop and H. E. Kratz, Sec'y and Treas. A more vigorous effort was made to push forward the organization, but county superintendents seemed in many cases strangely aphathetic to its advantages. Nevertheless sentiment was growing in its favor and a larger membership was enrolled.

At the annual meeting at Huron, in the winter of 1887, the old board was continued and their work endorsed by the following resolution:—"Resolved, That we heartily commend the plans outlined by our board of managers appointed last year, and also the work they have done." The secretary reported at that time a marked advance, and pointed out that county superintendents could not afford to neglect the advantages which the reading circle

offers to the teachers. He urged them to aid him, although it might increase to some degree their work, and thought he could consistently ask teachers and county superintendents to heartily assist in attaining professional skill and in building up a professional spirit, since he had written over 450 letters and sent out nearly 11,000 circulars and blanks without any compensation, except the satisfaction of seeing his chosen profession strengthened.

The total membership for 1887-88 was 170, distributed over fifteen counties, as follows: Beadle, 1; Brule, 28; Clark, 4; Davison, 29; Edmunds, 2; Hand, 8; Hughes, 6; Marshall, 4; Miner, 12; Potter 13; Spink, 6; Sully, 15; Turner, 17; Union, 17; Yankton, 8. The actual number, however, reading the course was much greater, so its usefulness was not limited to the 170.

FINANCES.

The receipts of the Circle for 1886-7 were as follows:

54 Membership Fees at 40 cents each	$21.60

EXPENSES.

Postage and Express charges	$ 8.10	
Circulars	32.25	
Stationery and Books	1.30	
Total Expenses		42.65
Indebtedness at the close of year		$21.05

RECEIPTS FOR 1887-8.

170 Member Fees	$68.10
From Territorial Certificate Fees	8.00
Total Receipts	$76.10

EXPENDITURES.

Indebtedness from 1886-7	$21.05	
Postage and Express charges	14.40	
Circulars	26.60	
Stationery and Books	7.90	
Total Expenditures		$67.95
Balance on hand Sept. 1st, 1888		$ 8.15

The present year the membership fee has been reduced to 25 cents, because a much larger membership is assured and every item of expenses must be cut down to the lowest possible figure. Dakota teachers, at least in the country schools, receive a mere pittance for their services and are often scarcely able to meet the expenses of the Circle. Since the country teachers are, in their

isolation, shut-out from other professional advantages, the Reading Circle affords just the opportunity they need; hence territorial aid, at least to the extent of supplying running expenses, would lessen the expense to the teachers by at least the fee. As no one receives a cent of remuneration for services rendered the Circle, at least this much aid should be granted by the territory. The territory provides free training to teachers in our normal schools, and justly so. Certainly it can and ought to give generous aid to a general school which will improve the teachers all over the territory and which is the cheapest school they can possibly enter.

AIMS.

1. The improvement of its members in *professional* as well as literary and scientific knowledge.
2. The promotion of habits of self-culture.
3. The encouragement of individual study on definite lines.
4. To furnish the best books at the lowest prices.
5. To arouse a deeper and broader professional spirit.
6. To make the schools of Dakota second to none, through an intelligent teacherhood.

ADVANTAGES

Indiana has tried the Reading Circle more thoroughly than any other State. Starting with a membership of 1,600, five years ago, the Circle has constantly grown until now it has attained the magnificent membership of 10,000. What a mighty influence it exerts towards dignifying the teachers' profession.

The State Superintendent says: "No one instrumentality has effected more for the general culture and progress of the teachers of Indiana." Indiana teachers rank among the most progressive of the Union.

Deputy State Superintendent Geeting of Indianapolis, in answer to a letter from Secretary Kratz, asking what has made the Circle so successful in Indiana, says: "The work has grown largely through the interest taken in it by our efficient State Superintendent, who has visited over eighty counties in its interest, combined with the individual members, who feel that they have been benefitted by its course of study and reading."

"Our State Board of Education base their questions upon the reading circle work, in the Science of Education, which are used monthly throughout the state.

"Out of the membership of this circle we find our best teachers, and the influence has grown till now trustees *require* the work as the part of each teacher's contract."

We should not lose sight of the valuable hints these words give us, as to the success of the reading circle. The active work of the State Superintendent, the questions of the State Board of Education in pedagogy, and th

contracts of the trustees, all looking towards the reading circle, are potent influences which we ought to bring into line.

Dakota county superintendents, who have tried the circle, speak in the highest terms of its advantages. It is the greatest educational movement ever started in this country, because its helpful influence may be extended to every teacher in the land.

PROSPECTS FOR 1888-9.

A larger membership has begun the readings this year than ever before. We are pleased to report that North Dakota as well as South Dakota teachers are rapidly enrolling themselves.

The membership fee has been reduced to twenty-five cents, and the cost of the books is only $2.13 for the entire year.

We have reason to think that our membership will reach nearly five hundred this year. It ought to embrace the entire 5,744 Dakota teachers. For this we labor.

Very respectfully,

H. E. KRATZ,
Secretary.

EXHIBIT NO. 11.

TERRITORIAL CERTIFICATES.

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1. Department Circular.
2. Tabular Statement of Territorial Examination. September 8-10, 1887.
3. List of Successful Candidates.
4. Certificate Statistics.
5. List of Persons who have been granted Territorial Professional Certificates.
6. List of Persons who have been granted Territorial Certificates of Special Merit.
7. Questions used at the Territorial Examination. September 8-10, 1887.

1.—DEPARTMENT CIRCULAR.

EXAMINATION FOR TERRITORIAL CERTIFICATES.

DEPARTMENT OF PUBLIC INSTRUCTION,
TERRITORY OF DAKOTA.
MELLETTE, Aug. 18, 1887.

In the past territorial certificates have been granted, without examination, to such persons as, in the mind of the territorial superintendent were well qualified to teach, and testimonials, diplomas and previous certificates were generally, we believe, accepted as sufficient evidence of the applicant's merits. We do not desire to criticise the plan. On the contrary, we believe that it was the best for the time, and that our predecessors have acted wisely. But we think the time is ripe for a change, and therefore announce our first territorial examination—we think the first in the history of the territory. After prolonged reflection and consultation we have come to the conclusion that the time has come for Dakota to have a standard of scholarship of her own, and not bow to any standard that may be set up for her by any other state or by any normal school or college outside her boundaries. We shall not be surprised if this step is criticised and that we are charged with discouraging the immigration of skilled teachers from other states. Such is not our intention, nor do we think that such will be the result of the experiment. No teacher of merit or ability will be kept out of Dakota because of an examination. We think that when it becomes known that only men and women of recognized merit and high scholarship can hold territorial certificates the certificates themselves will be more highly prized and a better class of teachers will choose their residence with us. During our brief time in office we have found that there is a large class of professional certificate collectors. They have certificates in many states and territories, many of them never used. This class of people avoid states where examinations are held, and these novices, or adventurers, in the educational field tend only to repel the class of teachers most to be desired. It is also impossible for this board to say what school or college is meritorious. Each graduate thinks his or her college or normal school one of "recognized reputation," and we prefer therefore to grant certificates to meritorious teachers rather than to graduates of schools or colleges. It is more creditable to any teacher to know that he himself is worthy than to feel that he is measured by the school from which he graduated. We hope by careful management of our examinations to elevate the standard of teachers and schools and to advance the wages at present paid. We think the professson of teaching will be thoroughly established and more firmly grounded, and we therefore ask that too severe criticism be withheld until the results of our present experiment are given time to show themselves. It is our present intention to hold about two examinations per year, and by holding them in various parts of the territory the expense of travel will be largely eliminated—an item which in the past has operated strongly against the holding of examinations.

The Dakota school law provides as follows with reference to the grantiug of certificates by the territorial board:

Sec. 8. To prepare or cause to be prepared all questions for the examination of applicants for teachers' certificates, both county and territorial, and to prescribe rules for the conduct of all examinations.

Sec. 9. To issue a territorial certificate to be valid for the term of ten years, unless sooner revoked, to be known as the professional certificate. Such certificate shall be issued only to those persons of good moral character who pass a thorough and satisfactory examination in all the branches included in the course of study prescribed for the common and high schools of the territory, including methods of teaching and such other branches as the board may direct. Such certificate shall be valid throughout the territory, and the holder shall be authorized to teach in any of the common or high schools of the territory, without further examination; except that in cities of more than 4,000 inhabitants the school board may at their discretion re-examine an applicant bearing such certificate.

Sec. 10. To issue a territorial certificate, to be valid for a term of five years, unless sooner revoked, which shall authorize the holder to teach in any of the common schools of the territory, and which shall be known as the normal certificate. Such certificate shall be issued only to those persons of good moral character who have completed the prescribed course of study in one of the normal schools of the territory, or in a normal school elsewhere having an established reputation for thoroughness; but the board may examine any such applicants at their discretion The board shall require a fee of not more than five dollars for each professional or normal certificate issued, which fee shall be used by the board to aid in the establishment and maintenance of teachers' reading circles in the territory: provided, that no territorial certificate shall hereafter be issued by any normal school in the territory.

Sec. 11. To revoke at any time any certificate issued in the territory, for any cause which would have been sufficient ground for refusing to issue the same had the cause existed or been known at the time it was issued.

The first Territorial examination will be held on the 8th, 9th, and 10th, of September, at Aberdeen, Mitchell and Fargo. One member of the Board will be at each place and will be assisted by some of the local educators. In each case the examination will be held at the high school building of the respective cities if they can be obtained for the purpose. No other examinations will be held before the 1st of March, 1888. If there is any demand for it an examination will be held in the Black Hills later in the autumn.

Examinations will be held for two grades of certificates. One, the normal certificate, valid for the period of five years, and the other, the professonal certificate, valid for the period of ten years.

Applicants for the normal certificate will be required to pass a satisfactory examination in all the branches prescribed for a first grade, county certificate and in addition thereto will be examined in Vocal Music, Rhetoric, English Literature including American, General History, Latin, Botany, Geology, Trigonometry, Pedagogy and School Organization.

Applicants for the professional certificate will be examined in all the above named branches and also in Political Economy, Psychology, Logic, History of Education, Chemistry and Zoology. Persons who are examined for the professional certificate but whose standing will not entitle them to it will be granted a normal certificate if their standing in those branches is satisfactory.

An average standing of 90 per cent will be required in all the common branches In the other branches the average of at least 75 per cent will be required and no certificate will be granted if the standing in any one branch is less than 50 per cent.

No person will be granted a certificate who has not attained the age of twenty years and who has not taught at least two years.

No person will be admitted to the examination after the first day, and all papers must be closed up and handed in by noon of the third day.

Certificates will be issued within ten days after the close of the examination to all successful candidates.

Each candidate will be required to pay a fee of one dollar upon entrance to examination, none of which will be refunded.

All who pass the examination will be required to forward four dollars additional before the issuance of the certificate. All examination fees go to the Reading Circle fund.

Daily sessions will begin at 9 A. M. and close at 4:30 P. M., with a recess of an hour and a half for dinner.

Applicants will please procure such writing materials as they will need. Paper and ink will be furnished. Leave all diplomas, previous certificates, etc., at home, as they will be of no service to you.

No certificate of any grade will be granted by this department without examination, and the second examination will probably not be held till early spring.

We hope a large number of those who have applied to us for certificates and a large number of others will take advantage of the present opportunity to secure certificates.

Teachers who are members of the Reading Circle and who have done the work required will find it a substantial aid in this examination.

EUGENE A. DYE,
GEO. A. MCFARLAND,
FRANK A. WILLSON,
Board of Education.

School officers and the press are respectfully requested to give as much publicity to this announcement as possible. By so doing, they will oblige this department and all teachers who desire to take the examination.

2. STATEMENT OF TERRITORIAL EXAMINATION.

SEPTEMBER 8TH, 9TH AND 10TH, 1887.

PLACE.	NAME OF EXAMINER	No. of Candidates Present.	No. of Successful Candidates.
Aberdeen	Eugene A. Dye	0	0
Fargo	Wm. Mitchell	3	1
Mitchell	Geo. A. McFarland	1	1

3. SUCCESSFUL CANDIDATES.

NAME.	Post Office.	County.	Grade of Certificate.
Joseph Kennedy	Hillsboro	Traill	Professional.
A. S. Foreman	Kimball	Brule	Normal.

4. CERTIFICATE STATISTICS.

The following table shows the number of certificates granted during each year since 1883. There have been 108 certificates of special merit granted of which there is no record. .

Year.		No.		No.	Total No.
1883	Professional	19			19
1884	Professional	27			27
1885	Professional	23	Special Merit	35	58
1886	Professional	53	Special Merit	75	128
*1887	Professional	5	Special Merit	24	29
†1887	Professional	1	Normal	1	2
			Grand Total		§ 477

* To March 11th. † After March 11th. § Including 108 not recorded.

5. LIST OF PERSONS WHO HAVE BEEN GRANTED THE TERRITORIAL PROFESSIONAL CERTIFICATE.

No.	DATE OF ISSUE.	NAME.	POST OFFICE.
1	July 5, '83	Mrs. Velma S. Barber	Yankton.
2	Aug. 8, '83	Leron Henry	Brookings.
3	" 18, '83	Nancy A. McArthur	Fargo.
4	" 18, '83	Melville W. Smith	Aberdeen.
5	Sept. 12, '83	Mrs. Annie S. Cleveland	Brookings.
6	" 15, '83	Miss Clara V. Sprague	Yankton.
7	" 20, '83	Leonard A. Rose	Fargo
8	" 26, '83	V. S. L. Owen	De Smet.
9	" 26, '83	Miss Lizette Anding	Watertown.
10	" 12, '83	Chas H. Godland	Swan Lake.
11	Oct. 17, '33	May Oschsner	Kimball.
12	" 24, '83	Chas. Ellison	Mitchell.
13	Nov. 5, '83	Melton W. Smith	Aberdeen.
14	" 5, '83	Miss Mary A. Springer	Frederick.
15	" 5, '83	Miss Minnie E. Hart	Bath.
16	" 5, '83	Miss Jennette A. Burgett	Aberdeen.
17	" 5, '83	David C. Robert	Aberdeen.
18	" 18, '83	Chas F. Lancester	Groton.
19	" 19, '83	Mary I. Stone	Milbank.
20	Feb. 14, '84	Mrs. Retta F. Young	Tyndall.
21	March 19, '84	Sadie A. Ellithorpe	Altoona.
22	April 15, '84	Evans R. Foster	Groveland.
23	" 15, '84	Miss Ann R. Sayles	Redfield.
24	May 6, '84	Miss Elizabeth H. Baker.	Grand View.
25	" 16, '84	A. D. Kimball	Davenport.
26	" 21, '84	Miss Mary M. Derby	St Lawrence.
27	June 12, '84	C. Harley Smith	Parker.
28	" 19, '84	Geo. H. Marshel	Eldorado.
29	" 19, '84	Charles J. Sutton	Huron.
30	" 27, '84	Charles N Cunningham	Fargo.
31	July 10, '84	Miss Elizabeth C. Hoffman	Aurora.
32	" 12, '84	C. H. Thompson	Wheatland.
33	" 29, '84	Lewis C. Roundy	Aberdeen.
34	Aug. 11, '84	Edwin M. Wheeler	Blunt.
35	" 19, '84	Miss Clara O. Pindall	Lisbon.
36	" 23, '84	Mrs. Ella A. Person	Woonsocket.
37	" 26, '84	Miss Rose M. Randall	Doland.
38	Sept. 5, '84	Jerome R Alcock	Bartram.
39	" 11, '84	Miss May C. Thompson	Aberdeen.
40	" 18, '84	Mrs. Alice Chaney Baker	Grand View.
41	Oct. 8, '84	Charles W. Oley	Miller.
42	" 8, '84	Miss L. Hattie Workman	Grand Rapids.
43	" 28, '84	Miss Belle Johnson	Parker.
44	" 28, '84	Eusch Vernon	Forestburg.
45	" 28, '84	Geo W. Phillips	Ordway.
46	Nov. 17, '84	Edwin H. Porter	Milnor.
47	Feb. 12, '85	Miss Minnie Adams	Mitchell.
48	March 2, '85	Miss Myrtle Sylvester	Yankton.
49	April 13, '85	Thomas Vickers B. D	Yankton.
50	May 12, '85	H. B. Olive	
51	" 17, '85	G A. McFarland	Scotland.
52	June 19, '85	Henry Lewis Schweppe	Parker.
53	Aug. 22, '85	P. Ahern	Pembina.
54	" 24, '85	G. J. Schellenger	Bangor.
55	Sept. 2, '85	F. Ella Buckenham	Vermillion.
56	" 4, '85	Allen B. Durnham	Watson.
57	" 5, '85	Will H. Dempster	Redfield.
58	" 8, '85	Miss Mary A. Sampson	Davenport.
59	" 8, '85	Mary E. Crabtree	Ellendale.

No	DATE OF ISSUE	NAME.	POST OFFICE.
60	Sept. 9, '85	Livingstone McCartney	Sioux Falls.
61	" 12, '85	Sarah S. Ferguson	Scotland.
62	" 12, '85	Ida L. Ferguson	Creston, Ia.
63	Oct. 14, '85	Matilda J Wray	Ipswich.
64	" 16, '85	W. S. Whitacre	Alexandrla.
65	" 27, '85	C D. Abbey	Bismarck.
66	Nov. 6, '85	Kate Taubman	Plankington.
67	" 14, '85	Arthur E. Bennett	Casselton.
68	Dec. 24, '85	J. P. Miner	St. Paul, Minn.
69	" 24, '85	O. F. Trace	Roscoe
70	Jan 1, '86	Miss Kate A. Hunter	Aberdeen.
71	" 1, '86	Emma M. Jeffres	Onida.
72	" 1, '86	A. S. Burrows	Portland.
73	Mar. 3, '86	Miss Christie Woodworth	Alexandria.
74	" 23, '86	C. M Young	Tyndall.
75	" 23, '86	Anna C. Maxwell	Campbell.
76	" 24, '86	Elma E. Perkins	Selina.
77	" 23, '86	Robert H. Driscoll	Lead City.
78	" 15, '86	E. Eugene Driscoll	Highmore.
79	April 8, '86	Miss Seba Dewell	Agate.
80	" 27, '86	Miss Addie Earhart	White Lake.
81	May 17, '86	May Townsend	Wessington Spr.
82	" 20, '86	Winthrop D. Tubbs	Walhalla.
83	" 26, '86	Miss Frankie E. Kincaid	Plymouth.
83	Aug. 7, '86	R. S. Gleason	De Smet.
84	" 7, '86	Frank McLaughlin	Spearfish.
85	Sept. 1, '86	Francis Marion Davis	Aberdeen.
86	" 1, '86	Oreno O Martin	Castlewood.
87	" 6, '86	A. J. A Spafford	Calliope.
88	" 6, '86	F. E. Ertle	Arlington.
89	" 6, '86	C. Krogness	Canton.
90	" 13, '86	Miss M. Louise Cooley,	De Smet.
91	" 13, '86	John E White	Eckelson.
92	" 20, '86	L. B. Fancher	Mayville.
93	" 20, '86	Amelia B. Fancher.	Mayville.
94	" 1, '86	Fidelia A. Anderson	Kimball.
95	" 1, '86	O. S. Johnson	Bismarck.
96	Oct. 2, '86	Israel Larson	Bridgewater.
97	" 13, '86	William O. Butler	Uxbridge.
98	" 14, '86	Miss Josephine Shaw	Bismarck.
99	" 14, '86	Miss Zella F. Adams	Bismarck
100	" 14, '86	Fannie M. Ryan	Bismarck
101	" 14, '86	Chas. Robinson	Volga
102	" 14, '86	H. W. Thurston	Elk Point.
103	" 14, '86	Ora P. Rider	La Moure.
104	" 14, '86	Mrs. E. M. Lovejoy	Loyalton.
105	" 16, '86	Charles D. Geddes.	Hamilton.
106	" 21, '86	Mrs. Alice M. Campbell	Canova.
107	" 21, '86	Mrs. Etta Adams	Lakeside.
108	" 25, '86	F. W. Cotton	Highmore.
109	" 26, '86	Edwin F. Brightbell	Park River.
110	" 2, '86	C. D. Bon	St. Lawrence.
111	" 28, '86	Edwin W. Pryor	Upsilanti.
112	" 30, '86	F Leroy Jackson	Yankton.
112	Nov. 8, '86	L S. Lyon	Raymond.
113	" 2, '86	Miss Maud B. Boright	Melville.
114	" 23, '86	Miss Laura M. Houston	Valley Springs.
115	" 30, '86	B. O. Ilsley	Sioux Falls.
116	Dec. 8, '86	J. W. Plunkett	Hope.
117	" 8, '86	E. F. Snell	Spearfish.
118	" 9, '86	Marsh H. Miller	Ordway.
119	" 16, '86	James D. Humbert	
120	" 24, '86	Elmira Nichols Stone	
121	" 1, '86	Erwin Rhine	St. Paul, Minn
122	Feb 21, '87	Ida Newcomb	Woonsocket.
123	Mar. 5, '87	Jessie Crandall	Lisbon.
124	" 10, '87	Clara Whitney	Bismarck.
125	" 11, '87	Miss M. I. Druse	Canton.
126	" 11. '87	Samuel A. Danford	Forman.

6 LIST OF PERSONS WHO HAVE BEEN GRANTED THE TERRITORIAL CERTIFICATE OF SPECIAL MERIT.

No.	Date of Issue	Name.	Address.	County.
109	March 7, '85.	Miss E B. Truesdell	Quincy	Traill.
110	" 17, '85.	Amy E. Willcutt.	Willow Lake	Clark.
111	" 18, '85.	Josephine S. Todd	Yankton.	Yankton.
112	" 19, '85.	Lewis E. Camfield	Milnor	Sargent
113	" 31, '85	Juliet R. Shoemaker	Jamestown	Stutsman.
114	May 5, '85.	Flora R. Callahan	Grand View	Douglas.
115	" 23, '85.	A. J. Smith	Calliope, Ia	
116	June 15, '85.	Miss Willie Nelings	Iroquois	Kingsbury.
117	" 15, '85.	Miss Hattie E. Wheeler	Iroquois	Kingsbury.
118	" 17, '85.	Ida L Austin	Scotland	Bon Homme.
119	" 19, '85.	Carl D. Foster	Huron	Beadle.
120	" 19, '85.	Jas. M. Hough	Watertown	Codington.
121	July 22, '85.	Miss Mary L Bower	Strater	Custer.
122	" 22, '85	Ida E. Willsutt	Willow Lake	Clark.
123	" 22, '85.	Miss G. Algetha Masters	De Smet	Kingsbury.
124	" 22, '85.	Miss Mamie Burrows	De Smet	Kingsbury.
125	" 22, '85.	Miss Elfie Benjamin	De Smet	Kingsbury.
126	" 25, '85.	Emma M. Robertson	Fargo	Cass.
127	Aug. 8, '85.	Bessie McNeil	Bismarck	Burleigh.
128	" 11, '85.	Miss Mary L Fullington	Sioux Falls	Minnehaha.
129	" 13, '85.	Mrs. L. P. Bryson	St Lawrence	Hand.
130	" 13, '85.	Miss Annie Holt	Lennox	
131	" 19, '85.	Mrs. A. M F. Isham		
132	" 27, '85.	Miss Mary S. Barber		
133	" 31, '85.	A A Merrill	Gary	Deuel.
134	Sept. 4, '85.	W. R. Davis		Edmunds.
135	" 4. '85.	Wm. Kennedy		
136	" 19, '85.	Wm. Farquer	Carrington	Foster.
137	Oct. 8, '85.	A. C. Porter	Pine Ridge Agcy	
138	" 15, '85.	Aloize H. Stead	Denver	Kingsbury.
139	" 27, '85.	Miss Fannie Miller	Bismarck	Burleigh.
140	Nov. 2, '85.	A. S. Gillett	Olivet	Hutchinson.
141	" 14, '85.	Siver Serumgard	Cooperstown	Griggs.
142	" 24, '85.	Miss Maria Parish	Scotland	Bon Homme.
143	Dec. 24, '85.	F. Clarke Johnson	Sanborn	Barnes.
144	Jan. 9, '86.	E. A Sager		
145	" 25, '86.	Fulton J. Clay	Canton	Lincoln.
146	" 25, '86.	Noah Fritz	Blunt	Hughes.
147	" 30, '86.	J. E. Hicks	Scotland	Bon Homme.
148	" 30, '86.	Mrs. L. A. Woodworth	Wentworth	Lake.
149	March 3, '86.	John F. Morgan	Ayr	Cass.
150	" 3, '86.	J. K. Failing	Wessington	Hand.
151	" 5, '86.	J. M. Gray	Olivet	Hutchinson.
152	" 17, '86.	Miss Minnie V. Olmstead	Alexandria	Hanson.
154	" 24, '86.	A. M. Allen		Kampeska.
155	April 7, '86.	John E. Brown	St. John	Rolette.
156	" 7, '86.	Catherine Norton		Cass.
157	" 19, '86.	Ira Belle Henley		
158	May 17, '86.	Mrs. Addie J. Wogan	Wogansport	
159	" 26, '86.	John W. Fisher	White Lake	
160	" 29, '86.	J. J. Jones		Walworth.
161	" 29, '86.	Mrs. N. V. Kniffen	Oberlin, O	
162	June 18, '86.	Theo. Louis G. Cloud	Yankton	Yankton.
163	" 30, '86.	Mrs. V. M. McFall	Clifton	

LIST OF PERSONS WHO HAVE BEEN GRANTED THE TERRITORIAL CERTIFICATE OF SPECIAL MERIT—Continued.

No.	Date of Issue.	Name.	Address.	County.
161	July 26, '86.	Amelia Roth	LosAngeles,Cal.	
165	" 29, '86.	J. A. Ross	Woonsocket	Sanborn.
166	" 31, '86.	Rupert W. Grover	Rockport	Hanson.
167	Aug. 7, '86.	W. P. Stocking	Devils Lake	Ransom.
168	" 13, '86.	Miss Ida M. Edmond	Letcher	Sanborn.
169	" 24, '86.	Anna E. Hoyt	Yankton	Yankton.
170	" 24, '86.	N L. Narregan	Ipswich	Edmunds.
171	Sept. 1, '86.	Helen Chollar		
172	Aug. 30, '86.	Miss Elida Birchard	Puckwana	Brule.
173	Sept. 6, '86.	A. G. Savage	Chamberlain	Brule.
174	" 6, '86.	Miss E. Jennie Williams		
175	" 6, '86.	Helen M. Baxter		
176	" 13, '86.	Mary M. Freeman	Sioux Falls.	Minnehaha.
177	" 14, '86.	Mary E. Brennan		
178	" 21, '86.	C. A. Kent	Ellendale	Dickey.
179	" 29, '86.	Lizzie O'Connor	De Smet	Kingsbury.
180	" 29, '86.	Ella A. Andrews	De Smet	Kingsbury.
181	" 29, '86	Alice C. Peck	Parker	Turner.
182	" 30, '86.	Porter A. Bliss	Huron	Beadle.
183	" 30, '86.	J A. Warner		
184	Oct. 1, '86.	Miss Anna Vaile	St. Lawrence	Hand.
185	" 12, '86.	N. A. Crawford	Miller	Hand.
186	" 14, '86.	Kate Thomas	Bismarck	Burleigh.
187	" 15, '86.	Chas. W. Gorham	Parker	Turner.
188	" 15, '86.	Mrs. E. G. Terwilliger	Mt. Vernon	Davison.
189	" 21, '86.	Kate C. Paull	Gettysburg	Potter.
190	" 25, '86.	Dr. Chas. G Seifert	Parker	Turner.
191	" 26, '86.	Miss Celia E. French	Marion	Turner.
192	" 26, '86.	Chas J Collier	Leola	McPherson.
193	" 26, '86.	Ellwood Galehouse	Danville, Ill	
194	" 28, '86.	Miss Delia Gabler	Howard	Miner.
195	Nov. 5, '86.	Julia H. Baker	De Smet	Kingsbury.
196	" 16, '86	Miss Belle M. Baker		
197	" 16, '86	F. F. Meyer		Sanborn.
198	" 16, '86.	Mrs Gertie Thomas	Bridgewater	McCook.
199	" 16, '86.	Willis J. Ward	Parker	Turner.
200	" 23, '86.	Lizzie Campbell		
201	" 26, '86.	Miss Ettie Coolidge	Redfield	Spink.
202	" 26, '86.	Miss Francis A. Whiting	Frankfort	Spink.
203	" 30, '86.	Hortense G Conaway	Puckwana	Brule.
204	" 30, '86.	Rev Henry F. Wogan, L.L. D		
205	" 30, '86.	C. M. Weller	Cavour	Beadle.
206	" 30, '86.	John M. Burke	Huron	Beadle.
207	Dec. 8, '86.	Mrs. Jane Reed	Canova	Miner.
208	" 8, '86.	Thos. A Wright	Caledonia	Traill.
209	" 9, '86.	Mrs. Linda W. Slaughter	Bismarck	Burleigh.
210	" 16, '86.	Miss Ida M. Pike	Redfield	Spink.
211	" 16, '86.	Lora E. Stockwell	Armour	Douglas.
212	" 16, '86.	Theron H. Young	Grand View	Douglas.
213	" 22, '86	Miss Kate Hovey		Kingsbury.
214	" 22, '86.	Miss Emily Rogers		Kingsbury.
215	" 22, '86.	Miss Emily Rogers		Kingsbury.
216	" 24, '86.	Samuel M. Massey	Armour	Douglas.
217	" 24, '86.	Eli Dietz	Armour	Douglas.
218	" 24, '86.	Oliver T. McClain.	Parkston	Hutchinson.
219	" 27, '86.	J. W. Harden.	Woonsocket	Jerauld.
220	Jan. 7, '87.	Alica M. Taylor	Onida	Sully.
221	" 7, '87.	C. A. Benton	Grand Forks	Grand Forks.
222	" 7, '87.	C. E. Jackson	Pembina	Pembina.
223	" 7, '87.	Louis Niggli	Sioux Falls	Minnehaha.
224	" 7, '87.	Ellen Bernard	Fargo	Cass.
225	" 7, '87.	D. A. Richardson	Mapleton	Cass.

LIST OF PERSONS WHO HAVE BEEN GRANTED THE TERRITORIAL CERTIFICATE OF SPECIAL MERIT.—Continued.

No.	DATE OF ISSUE.	NAME.	ADDRESS	COUNTY.
226	Jan. 7, '87.	Helen M. Richards.....	Vale.....	Butte.
227	" 7, '87.	F. F. Collins	.....	Turner.
228	" 10, '87.	J. A. Jones.....	.....	
229	" 10, '87.	Carrie B. Dake.....	Wolsey	Beadle.
230	" 21, '87.	Thos. Evans.....	Gladstone.....	Stark.
231	" 26, '87.	Miss Bella Robb.....	Orange City, Ia.	
232	Feby. 1, '87.	S. T. Adams	Huron.....	Beadle.
233	" 5, '87.	Clarence E Buchanan.....	Henry.....	Codington.
234	" 11, '87.	P C. McKellop....	.....	
235	" 24, '87.	Alva T. Wiles.....	Ashley.	
236	March 8, '87.	Geo. F. Roupp.....	Freeman.....	Turner.
237	" 10, '87.	Anna M. Scott.....	Bismarck	Burleigh.
238	" 10, '87.	Helen M. Donaldson.....	Bismarck	Burlelgh.
239	" 10, '87.	Miss Nora Miller	Bismarck	Burleigh.
240	" 10, '87.	Miss Lizzie Dickey.....	Blunt.....	Hughes.
241	" 10, '87.	Miss Effie A. Voorus.....	Blunt.....	Hughes.
242	" 11, '87.	Mrs. I. H. Russell.....	Canton..... ...	Lincoln.
243	" 11, '87.	M. F. Minehan.	Minnewaukan..	Benson

7. QUESTIONS USED AT EXAMINATION.

EXAMINATION FOR TERRITORIAL CERTIFICATES, SEPTEMBER 8TH, 9TH AND 10TH, 1887.

PHONOLOGY.

1. Define phonology.
2. Write all the vowels with their various diacritical marks as found in Webster's dictionary.
3. If all vowel sounds are produced in the larynx, why are they not alike?
4. Indicate by diacritic and accent marks the correct pronounciation of the following words, crossing silent letters: Vagary, acclimate, tassels, anxious, chastisement.
5. How many classes of consonants? Name each and write all the various consonants.

ORTHŒPY.

1. Give rules for placing the accent on words of more than one syllable.
2. Divide the following words into syllables: Orthœpy, social, oracular, satire, sacrifices, hymeneal.
3. Define orthœpy.
4. How would you teach your pupils correct pronunciation?
5. Does the position of a vowel in a syllable indicate its sound? If so, give rules with illustrations.

ORTHOGRAPHY.

1. Define orthography.
2. What are derivative words? Name three ways in which they may be formed.
3. Write a list of ten compound words in which the spelling differs from the component parts and account for the change.
4. Write five rules for spelling.
5. Spell ten words dictated and give meaning of each.

GRAMMAR.

1. Distinguish clearly between etymology and syntax.
2. What is the difference between language lessons and grammar lessons? Why are educators giving more attention to language lessons and less to grammar lesons in the lower grades of our schools?
3. Is grammar a science or an art? Why? Is the study of language as presented in our language lessons a science or an art? Why?
4. What do you understand by grammatical property, agreement, government?
5. Write five sentences using the word what in five different ways and give its use in grammatical language.
6. What are verbals? Give a full classification.
7. Give a complete classification of sentences and elements of sentences according to your system of analysis.
8. Explain and correct errors:
   Last week I intended to have written him a letter.
   It is thinking makes what we read ours.
   The book is adapted either for school or private use.

The ends of a divine and human legislation are very different.

9. Parse all the words in the second of the above sentences, when you have corrected it.

10. Give analysis:

There is a limit at which forbearance ceases to be a virtue.
It matters not what men assume to be.
Or good, or bad, they are but what they are.
I knew him to be a knave.

NATURAL PHILOSOPHY.

1. Name the universal properties of matter.
2. How far will a stone fall in seven seconds? Show how you obtain the result.
3. Define and explain adhesion, cohesion, affinity.
4. Draw a figure of a suction pump, and describe it.
5. Name the various kinds of lenses and draw a figure of each. Draw a double convex lense, and illustrate by lines the effect of light falling from an infinite distance upon the lense.
6. Explain the theory of artesian wells.
7. Explain the hydraulic press.
8. The short arm of the lever is two feet long, and at its end hangs a weight of 500 pounds. What must be the entire length of the lever if a force of 200 pounds at the other end is to balance the weight?
9. In how many ways may heat be transmitted? Give explanation and illustration of each.
10. Describe the compound microscope.

POLITICAL ECONOMY.

1. What are some of the evils arising from a too inflated currency?
2 Distinguish wealth and capital, and enumerate some of the circumstances which lead to an increase of the latter.
3. What is money? What are the essential elements of a good circulating medium?
4. State fully the different functions of banks.
5. Discuss fully the natural limits of the increase of wages. What are the advantages in the division of labor? What are its foundations and dangers?

MENTAL PHILOSOPHY.

1. Explain fully the difference between subjective utility and objective utility. Between a faculty and a capacity.
2 Distinguish between a percept and a concept, a conception and a remembrance.
3. Distinguish a concrete from an abstract idea, and explain fully why an immature mind deals with concrete ideas more readily than with the abstract ideas.
4. Explain the principles upon whieh the training of senses must be done.
5. What are the important differences between the two leading schools of philosophy?

LOGIC.

1. What is a proposition? The subject? The predicate? The copula?

2. What is a syllogism? Give an example. Name the terms of the syllogism.
3. Describe the fallacy of the undistributed middle and the illicit process.
4. What is the difference between induction and deduction?
5. Give an example of inductive reasoning.

CHEMISTRY.

1. Describe bases, salts and acids, and give examples.
2. Give one method each for making oxygen, hydrogen, chlorine.
3. Of what are the following symbols: Cl. H2. LO4, HNO4, KNO, CO.
4. Give as many instances as you can of the transformation of chemical force to mechanical force.
5. Name and describe as many of the chemical changes that take place in the human body as you can.

ZOOLOGY.

1. What are the leading characteristics of the vertebrated animals? What classes compose the branch vertebrata?
2. Describe the metamorphosis of a butterfly.
3. Distinguish between birds and reptiles.
4. Distinguish between the quadrumana and man. Name and describe the various families of quadrumana.
5. What are the characteristics and habits of seals, pigeon, turkey buzzard, condor, crocodile, oyster, cuttlefish, tapeworm?

TRIGONOMETRY.

1. Define secant, co-secant, tangent, sine, logarithm and mantissa.
2. Draw a figure to illustrate the right trigonometrical functions, and name each.
3. Knowing the distance between yourself and two visible but inaccessible points, how will you find the distance between the objects?
4. How many cases are there in the solution of oblique triangles? Name as many as you can.
5. Write the formula for the finding the other parts of a triangle the three sides being given.

THEORY AND PRACTICE.

1. State and discuss the purpose of a recitation.
2. Enumerate several methods of beginning reading, and state what your plan is and your reasons for preferring it.
3. Upon what incentives will you rely for awakening an interest in study, and how will you make them operative?
5. State the advantages and disadvantages in the use of text books in preparation for recitation.

SCHOOL ORGANIZATION.

1. What do you understand by school discipline?
2. What are the characteristics of a successful school?

3. Mention the principal causes of disorder in schools.
4. What authority has the teacher in matters of organization and discipline? From whom is the authority obtained?
5. What means do you employ to secure full, prompt and regular attendance?

PEDAGOGY.

1. What do you understand by habit?
2. What knowledge of mental philosophy should aid the teacher in his work?
3. Which should be taught first, process or reason? Why?
4. What knowledge should the teacher possess besides the knowledge of the branches to be taught?
5. Construct a course of study for the third year in school, having no reference to the text books used.

HISTORY OF EDUCATION.

1. State briefly the chief characteristics of the teaching of Socrates.
2. For what are Pestalozzi and Froebel especially distinguished?
3. What is the "new education," and what causes brought it into prominence?
4. What influence has Bacon exerted upon education?
5. What service has Herbert Spencer rendered the cause of education?

SPECIAL.

1. Write your full name and address.
2. Have you graduated? If so, where?
3. How many years have you taught?
4. In what schools have you taught, and how long in each?
5. Have you held any state certificates? If so, where?
6. What books on education have you read?
7. Are you a member of the Dakota Reading Circle, or do you intend to become a member?

BOOK-KEEPING.

1. State the necessity for book-keeping.
2. What is shown by the debtor side of an account? What by the creditor side?
3. How can you ascertain the net capital at any time?
4. What do you understand by double entry book-keeping?
5. What two advantages has it over single entry?
6. What book is known in law as the "Book of Original Entry?"
7. Write a negotiable note and show how it may be made payable to a third party.
8. Define inventory and explain how one is taken.
9. James Mann bought of John Doe: 1 bbl. flour at $6.25; 25 lbs. A sugar at 6½ cents; 2 lbs. of coffee at 26 cents; 4 lemons at 2 cents; 22½ lbs. of butter at 23 cents; and 2½ lbs. of cheese at 15 cents. He paid $9.00 on account. Rule the form of day-book and ledger pages, make the original entry, and post it properly in ledger.
10. Give two reasons for or against teaching this subject in the common schools.

BOTANY.

1. Explain the term pinnate as applied to compound leaves.
2. How would you distinguish a stem from a root?
3. Describe a process by which plant cells multiply.
4. Why does the bark of a tree separate easily from the wood when the sap flows abundantly?
5. Describe an unbel, and state how it differs from a receme.
6. Is the corolla of a sunflower monopetalous or polypetalous?
7. How do exogens differ from endogens in respect (a) to the cotyledons; (b) to the venation of their leaves?
8. In what part of the plant, Indian corn, do you find the pistils?
9. Describe the process of grafting.
10. What part of the flower becomes the pulp of the cherry?

GEOLOGY.

1. Give six reasons for thinking the earth's interior a molten mass. What reasons has the geologist for thinking that certain regions were once covered with glaciers and icebergs?
2. Describe feld-spar, chalk, hornblende and carnelian.
3. Give an outline of the times, ages and periods.
4. Give the location, kinds of rock, and characteristic fosils of the carboniferous period. Name the great coal fields of the world.
5. Describe briefly and tell the age in which each of the following belong: Trilobite, Plesiosaur, Pterodactyl, Paleotherium, Mastodon.

GEOMETRY.

1. Define geometry.
2. Problem—To construct a square equal to a given triangle.
3. Problem—To bisect a given angle.
4. Problem—The sum of any two sides of a triangle is greater than the third side. Demonstrate.
5. Theorem—A diameter is greater than any other chord. Demonstrate.
6. Theorem—The square of the hypothenuse of a right angled triangle is equal to the sum of the squares of the other two sides. Demonstrate.

RHETORIC.

1. What are figures of speech? Name and define as many as you can.
2. In criticising a selection of prose what elements should be considered, that is, what are the requisites of good style?
3. What constitutes clearness, beauty, sublimity?
4. What advantages are to be derived from a study of rhetoric?
5. Name and describe clearly the various parts of a discourse or essay.

LITERATURE.

1. What prominent event in English history influenced the literature?
2. Into what period does the history of our literature naturally fall?
3. Name the five greatest English poets and their masterpieces. The three English historians and their masterpieces The five greatest novelists and their characteristic masterpieces. The three greatest dramatists and their masterpieces.

4. Name the period of highest dramatic literature? To what causes do you ascribe the development at that time?
5. What literary traits are most conspicuous in the writings of Macauley, Irving, Emerson, Swift, Tennyson, Holmes, Pope?
6. Compare the writings and literary merits of Bryant and Longfellow.
7. What novel do you think has had the largest influence on the history of civilization?
8. Name the five leading poets, three historians and three novelists of America and their masterpieces.
9. What works have you read of Shakespere, Milton, Bunyan, Macauley, Tennyson, Fielding, Dickens, Thackery, Scott, Byron, Emerson, Irving, Howells, Cable, Lowell, Whittier?
10. What works would you recommend for the four different years in the high school course and give your reasons for your selections.

LATIN.

1. Translate: Persuadent Rauracis et Tulingis et Latobrigis, finitimis, uti eodem usi consillio, oppidis suis vicisque exustis, una cum is proficiscantur: Bolosque, qui trans Rhenum incoluerant et in agrum Noricum transierant Noreiamque oppugnarant, receptos, ad se socios sibi adsciscunt.
2. Give principal parts of the verbs: Persuadent, usi, equstis, proficiscantur, and incoluerent.
3. Give the syntax of the following words: Rauracis, finitimis, consilio, vicis, agrum.
4. State the general law of sequence of tenses.
5. Translate: Ubi vere moveri et appropinquare mœnibus viderunt, nova atque inusitata specia commoti legatos ad Cæsarem de pace miserunt, qui ad hune modum locuti: Non existimare Romanos sine ope divina bellum gerere, qui tantæ altitudinis machinationes tanta celeritate promovere possent; se suaque omnia eorum potestati permittere, dixerunt.

GENERAL HISTORY.

1. What do you understand by ancient, mediæval and modern history?
2. Describe in brief the three forms of government of the Romans.
3. Describe briefly feudalism and state what brought about its destruction.
4. Write a succinct account of the crusades.
5. What races at different times have been dominant in England?
6. What especially distinguishes the Elizabethan era?
7. Write briefly of the present relations of the English government to Ireland and state some of the causes for the present agitation as shown in past history and present legislation.

ALGEBRA.

1. Factor $49a^2-112ab+64b^2$.
   Factor $6x^2+19xy-7y_2$.
2. Prove that any quantity with an exponent zero is equal to unity.
3. When a qantity is changed from one side of an equation to the other, why is the equality of the equation preserved by a change of the sign of the transposed quantity?
4. Expand $(4+y)m$ five times.
5. The sum of three digits of a certain number is 16; the sum of the left and middle digit is to the sum of the middle and right ones as 3 is to $3\frac{2}{3}$;

and if 198 be added to the number the digits will be inverted. Required, the number.

6. What is the length and breadth of a rectangular field whose perimeter is 10 rods greater than a square field whose side is 50 rods, while its area is 250 square rods less than the area of the square field?

7. A man could reap a field in twenty hours. With the help of his son for six hours they reaped it in sixteen hours. How long would it take the son to reap the field?

8. Explain the method of completing the square and finding the roots of an effected quadratic equation.

9. Demonstrate: If four quantities be in proportion, the like powers of the same quantities will be in proportion.

10. The sum of the squares of two numbers equals 13; the sum of their sixth powers equals 793. What are the numbers?

ARITHMETIC.

1. The sum of two numbers is 156; their common factor is 13; the difference between the other two factors is 2. What are the the numbers.

2. A merchant sells goods at 25 per cent profit, and takes eggs at market value in payment. If one egg in each dozen is bad, what is his percentage of net gain?

3. A merchant sold 384 barrels of flour, part at $7 25, and the rest at $5.50 a barrel. He received for the whole $12 more than if he had sold all at $6 37½ a barrel. How many barrels were sold at each price?

4. A farmer had 434 sheep in three fields. Two-thirds of the number in the first field equals three-fourths of the number in the second, and two-thirds of the number in the second equals three-fourths of the number in the the third. How many are in each?

5. A traveler on a train notices that two and one-fourth times the number of spaces between the telegraph poles that he passes in a minute is the rate of the train in miles per hour. How far apart are the poles?

6. A farm is rented for $300 in money and a certain number of bushels of wheat. When wheat is worth 80 cents per bushel the rent is 12½ per cent lower than when wheat is $1.20 a bushel. Find the number of bushels of wheat.

7. A mixture of black and green tea weighing thirteen pounds is worth $7.50 If the proportion of each is interchanged, the mixture will be worth $8.10. The black tea is worth 70 cents a pound. Find the price of green tea.

8. A merchant buys cotton and sells it at a profit of one-third of the cost. Find the cost per yard if the selling price of 125 yards is equal to the profit on $30 outlay.

9. A person buys a horse upon borrowed money, for which he pays 6 per cent per annum. The horse earns 70 cents per day, and costs ½ per cent of his purchase price for daily keeping. The owner sells him at the end of the year for $50 and realizes $132 upon the whole. What did he pay for the horse?

U. S. HISTORY.

1. Give the conditions that made the discovery of America possible in 1492 and the causes that lead to it.

2. What nations made early claims to portions of North America and give an approximate boundary to the claim of each.

3. What difference can you see in the people who settled Virginia and

those who settled New England? Can you trace those differences in the history of the two sections?

4. Give an account of the causes that led to the separation of the colonies from the mother country.

5. Name what you consider the decisive battle of the Revolution and state why you so think.

6. Did the geography of the colonies play any part in the Revolution? If so, write fully upon the subject.

7. Name the presidents in their order and the party electing each.

8. What causes led to the Mexican war?

9. Give carefully the territorial growth from 1776 to the present time.

10. Trace the causes of the rebellion from the earliest times.

11. Write a clear account of General Grant's campaign from Fort Henry to Vicksburg.

GEOGRAPHY.

1. Define geography and state why the subject is taught in the schools.

2. Name and define the principal divisions and state when each should be taught.

3. What are the principal agencies now at work producing changes in the earth's crust?

4, What conditions determine the climate of a country? Define climate.

5. What are all the causes that produce currents in the ocean and give them direction?

6, Is a degree of longitude longest near the equator or near the poles? Why? A degree of latitude? Why?

7. Explain fully the causes of the seasons.

8. Name the states in the wheat belt; those in the corn belt. What states are in the cotton region? Which are the sugar states?

9. Name five largest cities of Europe in the order of their population. Name the largest cities of the United States in the order of their population.

10. Describe and locate the following: Timbuctoo, Dardanelles, Titicaca, Wichita, Bulgaria, Point Sabine, Chatsworth.

PHYSIOLOGY.

1. Classify foodstuffs. Where and by what agencies is each kind digested?

2. Give a full explanation of the changes that take place in the lungs.

3. What is the influence of alcoholic drink upon digestive organs and upon the foods undergoing digestion?

4. Which is the more disastrous, exhaustion of the nerves or of the muscles? Make a full explanation.

5. Discuss the causes of early loss of teeth, and give special direction for preservation as given to your pupils.

6. Describe the digestion of egg, giving all the changes and naming the various changes it undergoes and the passages through which it is borne until it is blood in the arteries of the left hand.

7. Explain why polar explorers avoid alcoholic stimulants and why alcohol weakens instead of strengthens in any climate.

8. Describe the skin, its layers, parts, appendages and uses.

9. State the conditions of thorough and healthful respiration Discuss fully dangers to pupils and the remedies.

10. Name and locate the bones of the body.

CIVIL GOVERNMENT.

1. What is government and why does it exist? Classify kinds of government.
2. How was the constitution of the United States made and adopted?
3. What causes led to the framing of the constitution?
4. Name the departments of government provided by the constitution and explain fully the scope of each, in whom vested? In what way and for how long do the various officers secure their positions?
5. Give a complete history of a bill from its author's pen to its final enactment.
6. How are territories governed? How may a territory become a state?
7. Describe the writ of habeas corpus, an expost facto law. How many senators has Ohio? Dakota?
8. How may the constitution be amended?
9. How many representatives in the House of Representatives at the present time? How many of these has Dakota? Name Dakota's representatives. Name the present cabinet.
10. How are the president and vice-president chosen when the electoral college fails to make a choice? In the event of the death of both president and vice-president who will succeed in the office?

EXHIBIT NO. 12.

EXAMINATIONS FOR COUNTY CERTIFICATES.

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1. Department Circular.
2. Rules of Examination.
3. A Sample Set of Questions Submitted at Regular Examinations.

1. CIRCULAR No. 13.

DEPARTMENT OF PUBLIC INSTRUCTION,
TERRITORY OF DAKOTA.

PERTAINING TO EXAMINATIONS.

The school law provides (Sec. 2, Par. 8) that the territorial board of education shall "prepare or cause to be prepared all questions for the examination of applicants for teachers' certificates, both county and territorial, and to prescribe rules for the conduct of all examinations." Thus far during our incumbency no formal rules have been prescribed. Questions have been prepared and sent out regularly. We think that uniformity in their use and in the conduct of examinations throughout the territory is very desirable, and to this end this circular is issued. Until further notice, its provisions may be considered as the rules of the territorial board of education, in the matter of the conduct of examinations. We shall entertain the hope that it will prove helpful in bringing about a more regular system of examinations. It may be contrary to the custom of some of the superintendents, and while we have respect for the opinions and customs of superintendents, we must still insist that uniformity in the matter of examinations is of the highest importance. In nearly every state the present tendency is toward state control of the qualification of teachers. In New York, where the whole matter of the examination of teachers is by law in the hands of the county superintendents, they have become convinced of the advantages of the state control of the examinations, and nearly two-thirds of the county superintendents have voluntarily agreed to use only the questions which they have requested the state superintendent to prepare and send out. The examinations are also conducted according to rules prescribed by the state department. In our preparation of questions we shall endeavor to maintain a uniform grade, and we shall hope to have them, to some extent, representative of the most advanced thought upon the various subjects.

For the convenience of persons not having a copy of the law at hand, some of its provisions are given herein.

I. PRINCIPLES.

1. Dead limbs should be hewn off.
2. The true teacher is progressive.
3. The examinations should be public, according to a well regulated plan, and open-handed.
4. It is the province of the state authorities to fix the minimum qualification for admission to the profession of teaching.
5. Examinations are for the purpose of rigidly excluding unqualified and unworthy persons and not for the purpose of annoying those who desire to teach.
6 Candidates should stand upon their own merits and no personal or political considerations should enter into the determination of the results. This is best avoided by placing the examining power as far from the teaching force as possible.
7. It is better that some schools be without teachers for a few months than that unqualified and unfit persons be licensed according to the forms of law: 1st, it brings reproach upon the school officers. 2nd, it lowers public respect for the schools, 3d, it prostitutes the profession.

The foregoing principles have guided us in the preparation of this circular and we commend them to the consideration of county superintendents as underlying a thorough system of examination.

II. GRADES OF CERTIFCATES.

1. Certificates are of three grades: first, second and third.
2. Certificates of the first grade are issued for the term of two years.
3. Certificates of the second grade are issued for the term of eighteen months.
4. Certificates of the third grade are issued for the term of one year.
5. None of these certificates are re-issued except upon re-examinations.

III. QUALIFICATIONS OF CANDIDATES.

1. Experience.

Candidates for certificates of the first grade must have had twelve months of successful experience in the school-room. No experience is required of applicants for the other certificates.

2. Age.

Candidates for certificates of the third and second grades must be at least eighteen years old, and the candidates for the first grade certificates must be twenty years old.

3. Educational requirements.

(a) Candidates for certificates of the third or second grades are required to pass a written examination in reading, writing, arithmetic, geography, orthography, grammar, history of the United States and physiology and hygiene.

(b) For the certificate of the first grade the candidates are required to pass the same examination as the candidates for the second grade and in addition thereto they are required to pass a written examination in the following subjects: algebra, geometry, natural philosophy, book-keeping, physical geography, civil government and theory and practice of teaching.

(c) The questions for all grades will be the same. The difference of educational attainments will be determined by the difference of the standings.

(d) For the first grade certificate the candidate must attain an average standing in the common branches, including U. S. history and physiology and hygiene, of 90 per cent. No paper will be accepted of a lower grade than 75 per cent. In the higher branches an average standing of 75 per cent is required.

(e) For the second grade certificate candidates must attain an average standing of 80 per cent in all the subjects of examination.

(f) Candidates for the third grade must attain an average standing of 70 per cent.

(g) No paper will be accepted from any candidate that shows a standing below 50 per cent.

IV. TIMES OF EXAMINATION.

Examinations for county certificates are appointed by law for the first Tuesday of January, April, June, October and August. There are no special examinations

V. RECORDS OF EXAMINATIONS.

Permanent record should be made of all examinations and the examination papers should be filed in the office of the county superintendent during the life of the certificate. These records should be turned over to the successor in office.

VI. FORMS OF CERTIFICATES.

The forms of the certificates are prescribed by the Territorial Board of Education and they will be uniform for the territory. The blanks will be furnished by the department upon application by the county superintendent. No others should be used.

VII. INSTRUCTIONS TO SUPERINTENDENTS.

1. The questions used in all examinations are prepared by the department of Public Instruction and will be uniform. They are to be used without abridgment or modification, except that any list may be added to by the superintendent if care is taken not to lower the grade thereby. We are aware that the questions may not in all cases suit the particular views of the eighty-six superintendents. To prepare lists of that kind is beyond the power of the wisest and most experienced. We shall frequently consult with superintendents but can not defer to the wish of all.

2. Section 36 of the law gives superintendents the authority to judge of the teacher's ability to teach. The candidate should be graded upon this as upon any other subject of examination and the mark should be considered in making up the average. The new certificate blank will give space for this mark.

3. The law makes no provisions for private or special examination. This is true of counties operating under the district system. No private examination should be granted except in extreme cases and then only after consultation with the territorial department. In no case should a certificate be granted at the private examination. The examination should be conducted solely to determine whether the person is qualified to teach and if so he should be granted a permit valid till the date of the next regular examination at which the candidate should appear to pass the examination and determine the grade to which he is entitled. Great care should be taken not to grant a permit to a person who will be unable to pass at the regular examination.

4. The county superintendent should in all counties give public notice of the time and place of the examination at least three weeks in advance of its occurrence, and state in the same connection that no examination will be held till the next regular one, giving its date.

5 Section 37 provides that no certificate shall be issued to a person not eighteen years old. No variation should be made from that rule, as much trouble may be the result. It is impossible for us to suspend the provisions of the law, so do not apply to us for authority to issue certificates to persons not of the proper age.

6. Superintendents should enforce rules for prompt attendance. The work should begin promptly at 9 o'clock, and all the candidates should be required to write upon the same subjects.

7. Hereafter, the time to be occupied with each subject will be placed at the head of each slip, and no candidate should be permitted to use more than the prescribed time on any slip. This rule may work a hardship to the slower ones, but those who write slowly should not, as a rule, receive so high a grade as the one who writes just as well but more rapidly. In the preparation of the list of questions we shall endeavor to so grade them that they may be answered in about six hours by the average teacher.

8. The county superintendent should notify this office at least a month in advance of the examination of the probable number of question slips needed. In a territory so large as this it is impossible for us to be at all exact in the distribution of slips unless we have this information. There are many varying

circumstances. In some parts a large number attend the spring examination, in others more attend in the autumn. The county superintendent will be the best judge in all cases of this matter.

9. The fee of one dollar should be charged every candidate, whether successful or not. In no case, however, should more than one dollar be charged. If for any reason the subjects are not all completed at one examination they may be completed the next without additional fee.

10. To those who may make inquiry concerning the next territorial examination, we will say that such an examination will be held at any time when several persons will pledge to attend. The examinations will be held at places most convenient to the candidates. For further information upon this subject, write for our circular No. 7.

GEO. A. MCFARLAND,
Sec'y Ter. Board Education.

EUGENE A. DYE,
Supt. Instruction.

MELLETTE, DAKOTA, March 15, 1888.

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2. DEPARTMENT OF PUBLIC INSTRUCTION,
TERRITORY OF DAKOTA,

EXAMINATION FOR COUNTY CERTIFICATES, JUNE 5TH, 1888.

RULES AND REGULATIONS.

1. Candidates should read all of these rules carefully and keep the slip upon the desk during the entire examination.

2. Superintendents should permit candidates to have the questions upon ut one subject at a time.

3. All manuscripts should be written with pen and ink, using but one side of the paper. Each page should be numbered and bear the name of the subject and the name of the writer. A single space should be left between the answers

4. Candidates must part with all notes and memoranda before beginning the examination, and must clear the desk of all books, papers, etc., except blank paper, question slips, and rules.

5. Any communication with members of the class or with visitors will be considered sufficient reason for excusing the candidate from examination.

6. Candidates will be required to occupy separate seats.

7. Candidates desiring to leave the room must ask the permission of the superintendent.

8. Do not erase for correction, but draw a single line across the error, and then write the amendment.

9. Answers should be clear and complete, and should be made in complete sentences. Guesses and partial answers will be treated as failures.

10. The common branches must be completed the first day of the examination, but in order to do so, the superintendent may, at his discretion, authorize an evening session.

11. For the first grade certificate an average percentage of 90 is required in the common branches, and the candidate must not stand below 75 in any of them. In the higher studies an average of 75 per cent. is required, and below 50 per cent. in none of them. The percentage for the second grade is 80, and the minimum allowed in any is 70 per cent. The average per-

centage required for the third grade is 70, and the minimum allowed in any branch is 60.

12. The next regular examination occurs on Tuesday, the 7th of August, 1888. No other examinations are authorized before that date.

13. Superintendents will please inform the Territorial Board of Education of the number of question-slips needed for the examination in August at least as soon as the 1st of July.

3—SAMPLE SET OF QUESTIONS SUBMITTED.

READING.

(Time, 45 Minutes.)

1. How do you endeavor to inspire pupils with interest in this subject?
2. Give a full and clear account of your method of teaching reading.
3. What is your method of teaching advanced reading?
4. What is the principal object of oral reading?
5. Why are there so many poor readers?
6. How do you deal with drawling, stumbling readers?
7. How can you tell whether the pupil grasps the thought of the lesson or not?
8. Describe the three principal methods of teaching beginners to read, and state which method you prefer, and why.
9. What do you understand by the expression, "reading between the lines?"
10. After your class has read the following stanza, what questions would you ask?

Out spake the Consul roundly:
"The bridge must straight go down;
For, since Janiculum is lost,
Naught else can save the town."
Then out spake brave Horatius,
The captain of the gate:
"To every man upon this earth
Death cometh soon or late.
And how can man die better
Than facing fearful odds,
For the ashes of his fathers,
And the temples of his gods?"

—MACAULEY.

PENMANSHIP.

(Time, 25 Minutes)

1. How much time should be devoted each day to the teaching of penmanship?
2. What is your method of teaching penmanship to a country school?
3. Describe the proper position of the body for a person writing
4. Describe the proper arm and hand movements.
5. Write ten letters no one of which is properly more than one space in height.

6. What is made the standard of width? Of height?
7. What is the most important characteristic of good writing?

ORTHOGRAPHY.

(Time, 25 Minutes.)

1. What do you consider the best way to teach spelling? Why?
2. Which letters of the alphabet are without proper sounds of their own?
3. Write four derivative words. Four compound words.
4. Show by diacritical marks the pronunciation of the following words: Docile, imbecile, chagrin, pique, alternate, gigantic.
5. How many elementary sounds in the word orthography?
6. Define the following, and write a sentence containing each: Eulogy precedent, rebuke, embryo, affinity.
7–10. Spell ten words pronounced by the county superintendent.

ARITHMETIC.

1. The sum of two numbers is 372, and their difference is 64; what are the numbers?
2. If 4-5 of 8 acres of land cost $1011\frac{1}{3}$, what cost 4 times $1\frac{1}{2}$ acres.
3. Received from the mint a bag of gold, weighing 2 lbs. 6 oz. 17 pwt. 12 gr. What was its value, the weight of $1 being 25.8 gr.?
4. Brussels carpet $\frac{3}{4}$ of a yard wide is worth $1.75 per yard. What will it cost to carpet a parlor of 38 ft. long and 18 ft. 4 in. wide?
5. Find the cost of excavating and walling a cellar 42 ft. 6 in. long, 34 ft. wide, and $6\frac{1}{2}$ ft. deep, the wall to be 18 in. thick; the excavating will cost 10 cents per cubic yard, and the mason work $4 a perch.
6. Express the following in common fractions: .6 per cent, $7\frac{1}{2}$ per cent, $1163\frac{1}{4}$ per cent, 9.5 per cent. 8. $33\frac{1}{3}$ per cent, 16 per cent, .55 per cent, 101 per cent.
7. A tailor sold a suit of clothes for $42, and thereby made a profit of 16 2-3 per cent. What per cent would have been gained or lost had he sold the suit for $30?
8 Sent $414 to an agent at Lowell, to be invested in prints at $12\frac{1}{2}$ per yard, after taking out his commission of $3\frac{1}{2}$ per cent, how many yards did he purchase?
9. For what sum must a note be drawn, dated Aug. 20, 1887, payable in 5 months, that when discounted at a bank Oct. 3, at 6 per cent, the proceeds will pay for 328 tons of coal at $4.50 a ton?
10. James Ray bought of the Northern Pacific railroad company, section 10, township 6 N, range 4 E, at $2 per acre. He afterwards sold the S. W. $\frac{1}{4}$ at $2\frac{1}{2}$ an acre; the E. $\frac{1}{2}$ of S. E $\frac{1}{4}$ at $3 an acre; the W. $\frac{1}{2}$ of the N. W. $\frac{1}{4}$ at $2.75 an acre. How many acres had he left? How much more or less than the cost of the whole did he receive for what he sold? Locate by diagram.

PHYSIOLOGY AND HYGIENE.

1. For what purpose does the human system demand food?
2. Give a classification of the most common food substances.
3. Describe fully the action of the saliva upon the food and the consequences that would be likely to follow if the flow of saliva were interrupted.
4. Is alcohol a food? Why?

5. Explain why the air in crowded churches and school houses becomes foul. What impurities does such air contain and what is the effect upon those in the room?
6. Write briefly on the bath, reasons for, rules for, etc.
7. What is the difference in the composition of the bones of children and those of aged people? How is the difference shown?
8. Explain fully the difference between the veins and the arteries.
9. Give the name and number of the various classes of vertebrae. Of the various classes of ribs.
10. Describe the eye as to its parts, coats, appendages, etc.

GEOGRAPHY.

1. How many organized counties are there in Dakota? Which is the largest? How does your own county compare in area with the state of Rhode Island?
2. Name and describe five of the most important rivers of Dakota. Which are navigable?
3. Draw a map of your own county, locating railroads, rivers, principal towns, and important natural objects, designating also the boundaries.
4. What state or territory leads in the production of the following: coal, wheat, corn, wool, cattle, sugar, cotton, rice, silver, gold, tin, tobacco?
5. Locate and describe: Equador, St. Roque, Juba, Milan, Nicaragua, Wight, Crimea, Versailles, Azov.
6. Bound Pennsylvania naming its capital, principal rivers, productions, and industries.
7. Name all the states bordering on the Mediterranean sea.
8. Give as many proofs of the earth's rotundity as you can.
9. Name five important straits and tell what land bodies they separate.
10. Why is the western coast of the United States warmer than the eastern?

GRAMMAR.

(Time, 60 Minutes)

1. Correct the following and give the reasons for the correction:
   a. I intended to have written a letter this morning.
   b. I have drove ten miles this morning.
   c. Place the mark between each leaf.
   d. I prefer to walk than to ride.
2. Write a short composition upon the subject. "Education in Our Country."
3. Analize: Some one has said that the milkman's favorite song should be, "Shall we gather at the river."
4. Combine the following sentences into a single complex sentence:
   LaFayette crossed the ocean.
   He did this to give his sword to America.
   He was borne to high rank in France.
   When he crossed the ocean he was only nineteen years of age.
5. Change the following complex sentences to simple ones:
   a. When the morning began to dawn, our ship struck upon a sunken reef, near the rock bound coast.
   b. As Egypt is annually overflowed by the Nile, it is a very rich country.

6. Give the rules for the formation of the possessive case. Illustrate each in a sentence.

7. Distinguish the meaning of the following sentences:

a. He is the happiest man in town.
He is happier than any man in town.

b. He came to see me only once.
He only came to see me once.

c. The governor and commander-in-chief has arrived.
The governor and commander-in-chief have arrived.

8. Change these simple sentences to complex sentences by expanding the infinitive phrases into adjective clauses:

a. I have many things to tell you.
b. There were none to deliver.
c. He had an ax to grind.
d. It was a sight to gladden the heart.

9. Write:

a. A sentence containing an adjective clause.
b. A sentence containing an adverbial clause.
c. A sentence containing an objective clause.

10. Change the following into prose:

Where the sunset's golden gleamings
On the rocky highlands rest.
'Neath the moonlight's silver beamings
Of the distant, dreamy West,
Once there roamed an Indian lover,
With his fawn-eyed Indian fair,
Lover blithe as mountain rover,
Maiden rich in flowing hair.

HISTORY.

(Time, 40 Minutes.)

1. What is history?
2. Why was it so difficult for Columbus to get the necessary aid for his first expedition?
3. Give the date and circumstances of the purchase of Louisiana. Name the present states that were embraced within the original territory of Louisiana.
4. Which of the present states were a part of the Northwest Territory?
5. Name the presidents that have died in office.
6. What do you understand by the expression, "Taxation without representation," as used by the colonists?
7. Give an account of the Black Hawk War.

SPECIAL.

(Time, 15 Minutes.)

1. Write your full name and address.
2. Give your age at your last birthday.
3. How many terms of school have you taught, and where?
4. What was the grade of your last certificate?
5. What special training have you had for the work of teaching?
6. What books on teaching have you read?
7. Do you read any educational journal?

ADDITIONAL QUESTIONS FOR APPLICANTS FOR FIRST GRADE CERTIFICATE.

ALGEBRA.

1. Define the following: Algebra, quantity, coefficient, exponent.
2. What are algebraic expressions? (b) What are monomials? Binomials? Trinomials? Polynomials?
3. Multiply (x^2-xy+x^2) by $(x+y)$. Give reasons for the signs in the result.
4. Factor, $a_2-b+2bc-a^2$. (b) Factor, $a^4-9a^2b^2-6abc^2-c^4$.

Simplify the following: $\left\{ a+\frac{2ax-1}{b} \right\} \cdot \frac{x-a}{ax+1}$.

5. What do you mean by the transformation of an equation? (b) In transposing terms from one member of the equation to the other, what rule must be observed with reference to the signs? Give an explanation of the reasons for this rule.
7. Solve the following: $1\text{-}7(x-1\text{-}2)-1\text{-}5(2\text{-}3-x)=43\text{-}30$.
8. Solve the following:
$$2x-2y+3z=16$$
$$3x+5y-2z=6$$
$$4x+3y-4z=1$$
9. A butcher bought of one person 12 sheep and 20 lambs for $44, and of a second person 7 sheep and 13 lambs for $27 and at the same rate. How many dollars did he give for each?
10. Find three numbers such that the first with half the sum of the second and third shall be 120; the second with one-fifth of the difference of the third and first shall be 70; and half the sum of the three numbers shall be 95

GEOMETRY.

1. Define line, triangle, scalene triangle, isoceles triangle, quadrilateral, rhombus.
2. State four cases in which triangles are similar.
3. Give five geometrical axioms.
4. Demonstrate: The sum of two opposite angles of an inscribed quadrilateral is equal to two right angles
5. Problem: To construct a square equal to the sum of two squares.
6. The surface of a ball 8 feet in diameter is how many times the surface of a ball 4 feet in diameter?
7. Compare a sphere 15 inches in diameter with a cylinder 15 inches high and 15 inches in diameter, both as to its surface and solid contents.

NATURAL PHILOSOPHY.

1. Give the theory concerning the formation of dew.
2. What conditions are essential to a good lightning rod?
3. How may the phenomenon of the mirage be explained?
4. What laws govern falling bodies?

5. How far will a body fall in five seconds?
6. Give an experiment to show the lateral pressure of liquids.
7. What do you understond by the visual angle?

CIVIL GOVERNMENT.

1. Name the president of the United States and his cabinet officers.
2. Name the necessary county officers under the laws of Dakota and give briefly the duties of each.
3. Does Dakota have any representative in congress? If so, what are his duties and what are his privileges in that body?
4. How is the governor of Dakota chosen? The other territorial officials?
5. What are the sources of support of the national government? The territorial government?
6. How are the judges of the supreme court chosen? For how long a term?
6. What qualifications must the president of the United States have?
8. What do you understand by usury laws? Exemption laws?
9. Is ours the only example of a republican form of government? If not, name the other countries that support a republican form of government.
10. When does the next presidential election occur?

PHYSICAL GEOGRAPHY.

1. How would you explain the phenomenon of intermittent springs?
2. How does the climate of western Europe compare with that of eastern North America? Account for the difference.
3. Name and describe the three great river systems by which South America is largely drained.
4. What are the trade winds? Account for their direction.
5. What climate is the most favorable for the development of a varied animal life? Why?
6. What climate is the most favorable to the development of a high civilization? Why?
7. What evidence have we that the interior of the earth is a molten mass?
8. Name the planets in order beginning with the one nearest the sun. Name them in the order of their size.

THEORY AND PRACTICE.

1. What are the principal objects of the recitation?
2. What do you understand by the public opinion of the school? How can it be made use of in the government of the school?
3. What do you think should be the scope of the work done in the common country school?
4. State your practice in administering punishment to a pupil.
5. What is your practice in assigning a lesson?
6. What is the difference between teaching and instructing?
7. Name six characteristics of your ideal teacher.
8. Is the teacher under any obligation to see that the school-room is clean and neat in appearance? Why?
9. What incentives do you use to induce your pupils to study?

BOOK-KEEPING.

1. What is the Cash book? Day book? Ledger?
2. State two instances when it would be proper to debit an account.
3. Write a bill for goods sold by yourself to B. W. Richards. Write a receipt for the payment of the bill.
4. How do you ascertain the cash on hand?
5. When the Day Book is dispensed with how is the Journal made up?

EXHIBIT NO. 13.

UNIVERSITIES.

1. Report of Board of Regents of the University of Dakota.
2. Financial Statement.
3. Report of President of the University of Dakota.
4. Report of President of the University of North Dakota.

To the Honorable Eugene A. Dye, Superintendent of Public Instruction, Territory of Dakota:

Dear Sir:—The Board of Directors of the University of Dakota would respectfully submit the following report:

When the present board of directors assumed control of the university, April 1, 1887, various changes, both in the faculty and in the courses of study, seemed expedient, in order to place the university in a position to meet the just demands which would be made upon it as an institution of higher learning, and to realize the reasonable hopes and expectations of its founders and patrons, the generous and intelligent people of Dakota. Accordingly the work of reorganization and enlargement was at once begun. At the outset, however, a very serious difficulty presented itself, and had to be overcome. While the appropriations made for buildings and apparatus were fairly adequate, the sums allowed for maintenance—in particular for salaries—were, from the accounts of the preceding board, shown to be wholly insufficient to meet even existing needs, to say nothing of the inevitable demands which a natural growth, during the two years for which appropriations had been made, would necessarily create. It was clear, therefore, that much-needed *enlargement* could be secured only by *retrenchment.* In view of this fact, the first action of the board was to reduce salaries and to lessen expenses in every possible way, in many cases not without serious embarrassment. Such heroic measures are seldom wise; but in the present instance they were rendered necessary by the circumstances, and have been justified by the results. While the reduction of salaries rendered a numerical increase of the teaching force possible, there has been no deterioration of teaching ability. In fact quite the reverse has been true. From seven professors and instructors, of whom only two had enjoyed a thorough collegiate education, the faculty has been increased to twenty, the majority of whom hold diplomas from the leading institutions of learning in our land, while many of them have enjoyed the superior educational advantages afforded by the best universities of Europe.

In like manner, with a large increase in the number of students, there has been a corresponding advance in their quality. Since the 21st of September, 1887, four hundred and seventy-five different students have been in attendance; and, at the present ratio of increase, the enrollment for the current year will exceed five hundred, over against a total enrollment of one hundred and ninety-five for the year 1886-7; and that, too, though the requirements for admission were greatly extended last year, and have been rigidly adhered to.

In the year 1886–7, only 29 per cent. of the students resided beyond the borders of Clay county, and only a little more than 5 per cent. came from other states; while this year about 60 per cent. of the students reside outside of Clay county, and about 20 per cent. come from other states, eight different states being thus represented at the present time. This last item is

interesting, not only because it bears flattering testimony to the good reputation which this young institution has already gained, but also from the fact that these students from abroad are rapidly becoming a source of revenue to the university, as they are all required to pay registration fees. Furthermore, it should be borne in mind that the majority of these students, attracted to the territory in the first instance by its university, remain as permanent citizens after completing their education, constituting, certainly, no undesirable element of the population. Dakota seeks in many ways to encourage immigration; could she offer any more worthy inducement than the best educational facilities? and could she hope to receive a better class of immigrants than the young men and women who enter through her university?

Among the permanent improvements made during the past year may be mentioned the construction of the east wing of the main building, the building and the furnishing of the ladies' dormitory, the fitting up of a commodious chemical laboratory, valuable additions made to the mineralogical and geological cabinets, the procuring of a good supply of physical apparatus, the equipment of a gymnasium, the addition of about 500 volumes to the library, together with various necessary repairs and improvements about the buildings and grounds.

From the rapid growth already indicated various sources of embarrassment have arisen.

The teaching force, though enlarged to the utmost extent warranted by the funds available for the payment of salaries, is still not adequate to meet the constantly increasing demands made upon it. Several new professors and instructors will be needed in the near future, are indeed much needed now; and provisions should be made at the earliest possible moment to meet this want.

The two dormitories are crowded to their utmust capacity, and numerous applicants have already been turned away for want of room.

But the greatest source of embarrassment is the lack of suitable recitation rooms to accomodate the large and rapidly multiplying classes. The one need, therefore, more pressing than any other, is a new building to be used for recitation rooms, museums, etc., if the university is not to be seriously retarded in its legitimate growth by the lack of proper facilities for doing its work.

It is to be hoped that the legislative assembly soon to convene, will fully appreciate this and all other pressing needs of the university, and make adequate appropriations to meet them. It is the conviction of the board of directors, confirmed by the experience of the past year, that there is a growing demand in Dakota for an institution of higher learning, which shall be a university in reality as well as in name, and that this demand will be met by a rich, enlightened and self-respecting commonwealth.

For a detailed statement of the educational work of the university we refer you to the President's report herewith enclosed, and the annual catalogue already placed in your hands.

For information in regard to the university funds we refer you to the accompanying financial statement.

All of which is respectfully submitted by

D. M. INMAN,
H. E. HANSON,
J. V. CONKLIN,
J. C. RYAN,
H. H. BLAIR,
Board of Directors.

UNIVERSITY OF DAKOTA.

FUNDS.

President's Salary.

Amount on hand as reported by the Auditor April 1st, 1887.	$50.00
Appropriation	5,000.00
Total	$5,050.00
Amount drawn	4,550.00

Professors' and Instructors' Salaries.

Amount on hand as reported by the Auditor April 1st, 1887.	$5,726.50
Appropriation	18,000.00
Total	$23,726.50
Amount drawn	17,435.30

Secretary's Salary.

Amount on hand as reported by the Auditor April 1st, 1887.	$41.56
Appropriation	1,000.00
Total	$1,041.56
Amount drawn	827.54

Janitor's and Engineer's Salaries.

Amount on hand as reported by the Auditor April 1st, 1887.	$500.00
Appropriation	1,200.00
Total	$1,750.00
Amount drawn	1,091.38

Apparatus.

Amount on hand as reported by the Auditor April 1st, 1887.	$54.06
Appropriation	3,000.00
Total	$3,054.06
Amount drawn	2,855.72

Library.

Appropriation	$1,000.00
Amount drawn	$941.99

Dormitory and Waterworks.

Amount on hand as reported by the Auditor April 1st, 1887.	$447.76
Amount drawn	$222.11

Improvement of Grounds.

Amount on hand as reported by the Auditor April 1st, 1887.	$18.02
Appropriation	2,000.00
Total	$2,018.02
Amount drawn	2,000.00

Incidental and Contingent Fund.

Amount on hand as reported by the Auditor April 1st, 1887.	$120.08
Appropriation	1,000.00
Total	$1,120.08
Amount drawn	771.01

Heating, Plumbing and Sewerage.

Amount on hand as reported by the Auditor April 1st, 1887.	$1,598.25
Amount drawn	$1,598.25

Lights and Fuel.

Amount on hand as reported by the Auditor April 1st, 1887.	$238.72
Appropriation	5,000.00
Total	$5,238 72
Amount drawn	$5,000.00

Receipts from Students.

Music	$518.00
Tuition	350.00
Room rent	375.00
Gymnasium	45.00
Total	$1,288.00
Amount drawn	1,277.21

Building Funds.

"Construction Fund" as reported by the Auditor April 1st, 1887	$1,275.61

APPROPRIATION.

East wing	$15,000.00
Dormitory	10,000.00
Heating, plumbing, etc	5,000.00
Heating, apparatus, etc	4,000.00
Heating and furnishing east wing	1,000.00
Premium on bonds	156.00
Total	$36,431.61
Amount drawn	$36,431.61

SALARIES.

Edward Olson, President	$2,500 per annum.
William A. Scott, Professor of History and Political Science and Librarian	1,500 " "
Lewis E. Akeley, Professor of Physics and Chemistry.	1,200 " "
Lorrain S. Hulbert, Professor of Mathematics	1,200 " "
Mary E. Allen, Associate Professor of Ancient Languages	1,200 " "
Garry E. Culver, Professor of Geology and Mineralogy.	1,200 " "
Charles L. Bristol, Professor of Biology and Zoology.	1,200 " "
Starr W. Cutting, Professor of the Greek Language and Literature, and Acting Professor of Modern Languages	1,200 " "
Gerhart C. Mars, Professor of Rhetoric and English Literature	1,200 " "
George S. Thomas, Professor of the Latin Language and Literature	1,200 " "
Franz A. Ballaseyus, Professor of Music	1,200 " "
Thomas J. Sloan, Principal of the Commercial Department	800 " "
Hannah May, Instructor in the Preparatory and Normal Departments	500 " "
Clarence B. Antisdel, Instructor in the Preparatory Department	500 " "
Florence E. Rowley, Instructor in Painting and Drawing	16 per month.
William Blanchard, Instructor in the Preparatory Department	12 " "
Agnes L. True, Instructor in the Preparatory Department	12 " "
Minnie E. Ellis, Instructor in the Music Department..	30 " "
Annette V. Bruce, Instructor in the Music Department	16 " "
John L. Jolley, Instructor in Military Tactics	No salary.

PRESIDENT'S REPORT, UNIVERSITY OF DAKOTA.

To the Honorable, the Board of Directors of the University of Dakota:

Gentlemen: I deem it expedient at this time to supplement by the following statement my annual report which I have already had the honor of submitting to you in the form of the catalogue of the University for the academic year 1887-88:

The present condition of the University is one of very gratifying prosperity. During the past year the teaching force has been greatly strengthened both in numbers and efficiency; the attendance has been constantly and rapidly increasing; earnestness and thoroughness have been marked features of the work done; good order has uniformly prevailed, no occasion for severe discipline having arisen, and the health of faculty and students has been in the main excellent.

The changes which were made last year in the curriculum, with your consent and approval, have produced the most gratifying results. It was the conviction of the faculty, shared by your honorable body, that the young men and women of Dakota were entitled to and would demand the best educational advantages enjoyed by the youth of the most favored sections of

this land; and that the leading institution of learning in this vast and wealthy territory ought to be worthy of the position which Dakota claims the right to occupy in the sisterhood of states. In obedience to this conviction the courses of study were readjusted and extended, and the standard of scholarship raised so as to place the University at once in a position to challenge comparison with the best institutions of its kind in the country. It was feared by some that such a course would prove to be premature, and that an attempt to adhere to this high standard would inevitably result in discouraging attendance, but such fears have not been realized. On the contrary the experience of the past year has shown, what the history of older institutions ought to have prepared us to expect, that young men and women of talent and ambition seeking the highest culture will be attracted to that institution whose requirements are the most exacting and whose diplomas are the most difficult to obtain. In this connection the following tables will be of interest:

I. Table showing total annual enrollment for each academic year from the organization of the University in 1882 to the present time:

Year.	Total Attendance.
1882-'83	63
1883-'84	96
1884-'85	137
1885-'86	195
1886-'87	193
1887-'88	307
1888-'89 (incomplete)	342

II. Table showing what percentage of the total attendance comes from Clay (the local) county during the same period:

Year.	Per Cent.
1882-'83	81
1883-'84	79
1884-'85	75
1885-'86	74
1886-'87	71
1887-'88	53
1888-'89 (incomplete)	40

III. Table showing the percentage of students coming from other states and territories:

Year.	Per Cent.
1882-'83	1
1883-'84	0
1884-'85	0
1885-'86	2
1886-'87	5
1887-'88	11
1888-'89 (incomplete)	17

Note: These students are now required to pay registration fees.

IV. Table showing what percentage of the students belongs to the collegiate department:

Year.	Per Cent.
1882-'83	0
1883-'84	0
1884-'85	0
1885-'86	6
1886-'87	6
1887-'88	13
1888-'89 (incomplete)	19

Note: Since 1887 the requirements for admission to the collegiate department have been greatly raised and are rigidly adhered to.

V. Table showing the average age of students in attendance at the present time (no record of this sort was furnished by former administrations):

Department.	Av. Age.
Collegiate	22
Preparatory	18
Normal	18
Music	19
Commercial	18
Average in the University	19

The University as at present organized embraces six departments of instruction: Collegiate, Preparatory, Normal, Music, Commercial and Art. These departments have been fully described in the annual catalogue. In this connection I will only mention specially the preparatory and normal departments for the purpose of making a suggestion touching their organization and relation to the University. The preparatory department is a present necessity if the University is to maintain for the Collegiate department the high standard of scholarship already adopted, owing to the inadequate facilities for securing elsewhere in the territory a thorough preparation for this department. It is to be hoped that the high schools of the territory will soon relieve the University of the necessity of maintaining a preparatory department. At the same time it is proper to say that the additional cost involved is not so very great, owing to the fact that the work of instruction is so largely done by the University professors, though at some considerable sacrifice of valuable time and strength on their part. The normal department has its reason for being in the great demand made upon it constantly for trained teachers for the public schools in various parts of the territory. It is my conviction, however, that these departments would be more efficient if they were given a separate organization and a more distinct character. This could be secured by placing each department in charge of a principal, who should give his whole time and energy to the peculiar interests of his department.

The needs of the University are numerous and urgent. Among those the most pressing are a new building for recitation and lecture room purposes,

four additional professors, large additions to a very inadequate library, indispensible apparatus especially for the departments of geology and biology. Other needs scarcely less urgent are additional dormitories, a gymnasium for young women, an astronomical observatory, an enlarged campus and suitable improvements of grounds, etc.

I need hardly remind you of the fact that the compensation which the professors and instructors are receiving is wholly inadequate and out of all proportion to the value of the services rendered. The high degree of success which has characterized the history of the University during the past year could not have been attained without the efficient and hearty co-operation on the part of the faculty, to whose self-sacrificing zeal and loyal devotion to the best interests of the institution they serve so well, it is my duty as well as pleasure to bear grateful testimony.

In closing, permit me to express my deep and sincere appreciation of the wisdom, courage and fidelity which you have manifested in the discharge of your arduous duties, and to assure you of my deep sense of personal obligation to you for the uniform kindness and courtesy which you have shown in your relations to me.

I have the honor to remain, with most sincere respect,

Your obedient servant,

EDWARD OLSON.

Vermillion, Dak., December, 1888.

UNIVERSITY OF NORTH DAKOTA.

The report of the President of the University to the Regents, begins with congratulations upon the excellent health enjoyed by professors and students, and upon the unprecedented prosperity of the institution during the present term. President Sprague goes on to say as follows:

"The examinations for admission to the University for the present term, commenced during the last week in September, at which time twenty-eight candidates presented themselves. Others have come to us every week since. The total number of candidates has been about a hundred. Of these, some were found insufficiently prepared and were rejected. Others were advised not to try the examinations at present, but to wait until next year. Ninety-two new-comers have been received upon examination.

Of the students who were with us formerly, fifty-six have returned. In all, therefore, one hundred and forty-eight, eighty-three young men and sixty-five young women, have been in actual attendance during the present term. The total number of both sexes during the corresponding period of last year was but sixty. The aggregate attendance during the whole of last year was but ninety-eight.

This extraordinary increase in numbers is due in part to the excellent accommodations furnished in the new dormitory, which the regents caused

to be erected; in part to the reduced rate of board, $2.50 per week, instead of $3.50 per week last year; in part to the attractions furnished by the department of music and drawing; and in part to the natural growth of the University, as its advantages have become more widely known. I have learned of quite a number of other students, some of them very desirable, who last spring or summer intended to join us, but who have been prevented by pecuniary embarrassments at that time unforseen.

There are now boarding at our University table a little over one hundred students. But the limit imposed by the capacity of the buildings has nearly or quite been reached. We may possibly be able to take in half a dozen or more; but I do not think it wise to crowd them. The main building never was intended for lodgings, and it is not very well adapted to that purpose. Its rooms are sure to be more and more needed for class-rooms, laboratories, professor's offices, etc., as originally designed.

It being, then, practically impossible to accommodate at the University all that apply for board and rooms, and as no boarding-houses exist or seem likely to be erected in our neighborhood, and the cost of living in the city of Grand Forks being beyond the means of most applicants, to say nothing of the difficulty of traveling between the city and University during the most inclement weather; it seems clear that the University cannot be expected to increase to much larger dimensions without more extensive accommodations.

I beg, therefore, to recommend in the strongest terms, as a measure of vital importance, the speedy erection of another dormitory building that shall conveniently lodge at least one hundred young men; also that twelve lodging rooms for young ladies be finished off in the attic of the ladies' hall, leaving a fine high room in its center for a ladies' gymnasium.

In this connection, I would suggest that, at the present rate of increase, our largest room, the assembly hall, will, in the course of a few weeks or even a few days, be too small to receive all our students. It contains seats for only one hundred and fifty-six.

It has been, from my first connection with the University, my desire, and I think I suggested at my first interview with you, to have, in connection with our normal work, a practice school, in which our would-be-teachers might try their hand at teaching and governing a school. With that end in view, a few students have been received, who were in some, if not all, of their studies, below the grade of our first preparatory class. These have been consolidated into a practice class, and thus we have utilized an element which I would not otherwise have been willing to admit into the University. I believe it to be the germ from which will grow in the near future a model school, such as is considered an indispensable adjunct to the best normal schools in the United States.

Our new teachers, who joined us at the beginning of the term, have rendered valuable service to the University. The report of Professor Estes will show his work in detail. Miss Boasberg has given two lessons a week in

drawing, to a class of thirty pupils, mostly normals; and two and a quarter hours a week in vocal music to forty students, also mostly normals. Besides this she has given twenty-three lessons a week in piano music to twenty-three students. The refining influence of this music instruction is evident. For the students last named, four pianos have been hired.

The Young Mens' Christian Association, thus far wholly unsectarian, and we hope, destined to continue such, has been formed by the students. The three literary societies of last year are actively at work, and their members are gaining valuable knowledge and experience in speaking and writing, and in the conduct of public meetings. There is great need of such training of educated young people in a country like this, and I think it wise to encourage in every proper manner their participation in such society exercises.

Our students have regular Friday evening receptions in the parlor of the ladies' hall, at which are interspersed musical and literary exercises, and often a short lecture by myself. Pains is taken to introduce the young people to each other; and, if I am not much mistaken, these gatherings have visibly improved in a marked degree the manners of some of our students.

A half hour of military drill has been given the young men every noon, and a similar period has been devoted to calisthenic exercises by the young women, Miss Smith having been the efficient instructor of the latter. At first I myself gave the military drill in person; but my presence being often imperatively demanded elsewhere, the instruction in the school of the soldier has been entrusted to officers elected by the students and approved by the faculty. These officers, for the most part, have had experience as members of the national ilitary or in mmilitary schools. They have done their work well; but I beg to suggest, in this connection, whether it would not be proper and advisable for the regents to make immediate application to the War Department for the detail of an army officer to give military instruction and drill in our institution. We have now eighty-three young men, forming two military companies. In a few weeks we shall probably have a hundred.

In this connection, you will permit me to say, that, although the fall weather of North Dakota has been so lovely that there has hardly been a day when we could not drill in the open air, yet we cannot long expect so genial skies and mild breezes, now that winter is upon us. There is, consequently, an existing necessity not only for arms and equipments, but also for a convenient drill hall."

No further extracts need be given from this report, to show a most gratifying condition of things, considering all the circumstances, at the North Dakota University, and a wonderful bright outlook for the future.

EXHIBIT NO. 14.

DAKOTA AGRICULTURAL COLLEGE.

REPORT OF BOARD OF REGENTS.

To His Excellency, Governor Louis K. Church:

SIR: Obedient to law the Board of Regents of the Dakota Agricultural College beg leave to submit their biennial report of the progress, condition and prospects of the institution which, by your appointment and the approval of the territorial council, has been committed to their care.

EXPENDITURES.

The legislature at the last session provided for permanent improvements the following sums:

For ladies' dormitory, heating and furnishing	$30,000
For farm	8,000
For library	1,000
For chemical laboratory	2,000
For forestry	2,500
For shop furnishing	2,000
For thoroughbred stock	3,000
For farm barn and fences	1,500
For farm house	1,000
For tools and teams	1,000
For outhouses	500
For water and sewerage	2.000
Total	$54,500

With these sums the following purchases and improvements have been made:

A fine, large brick dormitory was erected and furnished, of a capacity to accomodate sixty ladies. This building is heated by steam, and supplied with bath rooms and closets. The basement is devoted to a large kitchen and dining room for the use of classes in cooking and house-keeping, and to wood and iron working shops. The kitchen and dining room are provided with all the fixtures and utensils for conducting a boarding club of forty persons. The shops are furnished with wood and iron working tools and machines, for about twenty-five students.

The three boilers that furnish steam for heating the three main buildings are placed in an underground room in the rear of the new building. In the boiler room there is space for storing 120 tons of coal.

A farm of 320 acres was purchased for $7,900, the expenses of purchase, recording, etc., bringing the cost up to $7,955.70.

The sum for barns and fences has been expended for the purpose for for which it was appropriated, providing a fine large stock barn.

The $3,000 provided for registered stock has furnished us a very fine pair of imported Percheron colts, now past two years old; a male and female each of Short Horn, Hereford, Holstein and Polled Angus cattle; and a pair each of Berkshire, Poland China and Red Jersey swine. A few Merino and Shropshire sheep were also secured. The total value of all these animals was a good deal more than $3,000, as several of them were donated.

With the $2,000 provided for that purpose a fine chemical laboratory has been equipped; and a good beginning has been made in providing a library, with the $1,000.

The amount given for forestry purposes has been at this time (December 1, 1888) nearly all expended for trees, seeds, labor and superintendence, team, tools and a small barn. Over 50,000 trees have been planted.

The $1,000 appropriated for a farm house was in part expended for moving and repairing a house on the farm when purchased, and the balance is now being expended for building.

The sum given for teams and farm tools was expended for the purchase of a pair of young grade Clydesdale mares, a binder, a mowing machine, a wagon and harness, some plows, harrows, cultivators, etc.

The $500 for outhouses was used with the building fund in providing inside water closets, and the $2,000 for water and sewerage was used in boring a 400 foot well and in putting in a steam pump, that supplies the three main buildings with an abundance of water. All this work has been done, and these sums paid, according to the terms of the acts making the appropriations.

CURRENT EXPENSES.

The same legislature also made appropriations for the following purposes:

Salaries of president, professors and teachers, farm superintendent and secretary of board	$24,500.00
Janitors, engineers and firemen	2,000.00
Student labor	1,200.00
Fuel and lights	6,000.00
Mathematical instruments	400.00
Wells, cisterns, water tank and pump	1,800.00
Incidentals	2,000.00
Deficiences from '85-6, and before, in all	5,516.65
Total	$43,416.65

Of this total sum of $43,416.65 there was paid out at once for deficiencies of previous years the sum of $5,516.65.

The incidental fund has already been expended for printing, postage, stationery and incidental repairs. From this fund there was also paid the sum of $ for work done and material furnished in previous years in finishing the old buildings. This sum has not been provided for in the deficiency bill, and as it was a just claim, and the laborers in need of their pay, it was paid for out of the only available fund that could possibly be drawn on.

The sum appropriated for fuel and lights was also drawn on for the sum of $ to pay old debts against that fund, and not provided for in the deficiency bill. In consequence, this fund will be exhausted before the first of January, 1889.

The fund for salaries of teachers and other employees will be sufficient to pay salaries up to the end of February.

The student labor fund, which has been used for paying students for labor on the farm, in the gardens and in taking care of the live stock, will be about exhausted by January 1, 1889.

The fund for mathematical instruments has been used in the purchase of a compass, a level, a transit instrument and other engineering and mathematical apparatus.

The fund appropriated for wells, cisterns, water tank, etc., has been used in connection with the $2,000 in the permanent improvement fund, for supplying a water tank in the new building, for plumbing for all the buildings, and for sewers and cess pools for laboratories and closets.

The entire sum appropriated by the last legislature for deficiencies and for the years 1887-88 was $97,916.65. This sum has been all expended except the following balances, December 1, 1888.

STATEMENT OF BALANCES.

Teachers' salary fund	$5,643.85
Incidental fund	0.00
Janitor and engineer	252.86
Mathematical instruments and apparatus	40.52
Student labor	119.16
Wells, cisterns and pump (pump not paid for)	220.19
Water and sewerage	73.81
Barns and fences (closed)	0.00
Chemical laboratory and apparatus	264.03
Dormitory building (closed)	0.00
Farm house	592.34
Forestry	407.30
Land	44.30
Library	12.62
Outhouses (closed)	0.00
Steam heating and furnishing (closed)	0.00
Shop furnishing and tools	79.55
Thoroughbred stock fund	0.00
Team and farm tools	0.00

ESTIMATES.

The Board of Regents has made the following estimates of expenditures for the period of 1889-90, and will memorialize the legislature for corresponding appropriations:

CURRENT EXPENSES.—SALARIES OF EMPLOYEES.

Salaries of president, secretary and instructors (2 years)	$30,800
Salaries of firemen, janitors and engineers, book-keeper and librarian	4,400

CURRENT EXPENSES FOR TWO YEARS

For student labor	$ 2,000
Fuel and lights	6,000
Incidentals, postage, express, printing, stationary, etc	2,000
Library, chemical, physical and engineering apparatus	3,500
For shops, domestic economy, tools and materials	925
For forestry	1,000
Total for current expenses	$50,625

PERMANENT IMPROVEMENTS.

Chemical and veterinary laboratories and shops	$10,000
Alterations, repairs and steam heating	4,500
Natural history supplies	600
Fire proof safe for records	500
Electric light plant	2,500
Printing outfit	1,000
Farm outfit, fine stock, buildings, fences, etc	5,500
Department of horticulture and botany	2,000
Furniture, seats and desks	950
Total for permanent improvements	$27,550
Total for current expenses	50,625
Grand total	$78,175

This sum is a little more than three-fourths of what was given two years ago. If the amount for permanent improvements is provided for in long time bonds, as was done two years ago, so that the cost of building shall be in a measure, borne by those who shall reap the advantages, then the annual tax for current expenses will not exceed one dollar in sixteen thousand of the real valuation of the territory.

The increased amount asked for current expenses is somewhat larger than the amount given two years ago, chiefly for the reason that it has become absolutely necessary to employ a veterinarian, an expert chemist, skillful shop instructors and assistance in other departments. Instruction in a technical school is always more expensive, as experts command higher salaries, and a man cannot teach at once so many students in practical land surveying or in shop work as he can in grammar and history.

The sums asked for permanent improvements are only one-half as large as they were two years ago.

The ten thousand dollars asked to build a chemical laboratory and work shops and a veterinary laboratory, are imperatively needed. There is no place now where the professor of veterinary art can give his instruction, carry on dissections, perform surgical operations or treat sick animals.

The present low basement rooms, where the chemical laboratory is, are too small, are totally unventilated, and are so situated as to pour the other rooms of the building full of offensive and poisonous gases. So the wood and iron shops are only half large enough to meet the demand upon them, and besides they are awkwardly situated in the basement of the ladies' dormitory, just under the chapel, where the smoke, dust, and noise are very troublesome. The room they now occupy is, moreover, much needed for the girls' sewing rooms and for other necessary use in the department of domestic economy.

It has been thought best to ask the legislature for means to introduce a system of electric lighting as very much diminishing the risk to life and property from fire.

A small sum is also asked for a printing outfit so as to be able to add one more to the industrial arts taught.

The sums asked for the farm are necessary to increase somewhat the varieties of the registered stock, to build fences and to provide a small dairy outfit. The amounts asked for repairs are imperatively needed.

The Board of Regents believe it has expended its moneys in a faithful and economical way, and now ask for just what is needed for the next two years. If the college were not trying to teach various useful manual arts to the young men and women of the territory, some of these expenditures would be unnecessary.

COURSES OF STUDY.

Besides the one year preparatory class there are three full four year courses of study, and one two year course offered. The full courses are in agriculture, domestic economy and mechanic arts. They are all intended to give a thorough college course in science, literature and language, besides affording an opportunity to become proficient in some art or manual industry. Two years of Latin or of German or French are offered as well as full and thorough instruction in the English language and literature, history, mathematics, botany, zoology, chemistry, bookkeeping and business forms. Among the industries offered are shop work in wood and metals, various farm and garden operations, veterinary art, cooking, cutting and sewing, type-writing, short hand, telegraphy and photography.

Instrumental and vocal music is offered to all, and much attention is given to mechanical and free-hand drawing.

In the two years course in pharmacy students are prepared to act as druggists or drug clerks. In the brief time these industries have been offered much interest in them has grown up, and already considerable skill has been attained. The motto of this school is: "Entire education." Educate the young for complete manhood and womanhood, while they are prepared to take up at once some profitable and honorable occupation.

STUDENT LABOR.

All students are encouraged as much as possible to aid in their own support by doing any proper work they can find.

All the janitor work, nearly all the hand work on the farm and in the garden, much of the carpenter and repair work, the kitchen work for one boarding house, etc., is done by students; and many have thus been nearly able to pay their own expenses.

The best workers are usually found to be the best students.

The board is asking for a small increase of the amount of money appropriated for student labor.

THE CALENDAR.

Last spring the Board of Regents, by unanimous advice of the faculty, so changed the calendar that the long vacation comes in the winter, while the session continues through the summer.

This was done in order that the students in agriculture might be under instruction during the season of plant growth and of active farm operations. The agricultural colleges of Iowa, Michigan and Maine have long

pursued this practice with great success. Incidentally the plan enables a great many students to help in their own support by working on the farm and gardens, while all are free to teach in the public schools during the season when the best wages are paid. At present more than forty are so engaged, and during the past summer a great number were nearly able to pay their way. Those students who have heretofore been in the habit of coming in for a month or two in the winter to study the common branches, and who seldom made much progress, will now be compelled to go to the public schools where they belong. It is poor economy to maintain at public expense a territorial institution to teach reading and spelling and the ground rules of arithmetic when these same branches are now, by the improvement of the public schools, well taught in every village and school district.

ATTENDANCE.

In the summer of 1887 the Board decided to discontinue all preparatory classes but one, and to put the terms of admission to the college classes on a level with the requirements of similar institutions in the states. This has had the effect to diminish the number of lower grade students, while those of higher grade have gradually increased. During the year 1886-87 there was a total attendance of 256, of whom 200 were in the preparatory classes and 56 in the college. During 1887-88 there was a total attendance of 228, of whom 98 were in the single preparatory class, while 130 were in the college classes. Last August a class of 3 was graduated, and the next graduating class already numbers 15. Since the last biennial report in 1886 there has been an aggregate attendance of 610, and an attendance of 422 different students.

This is certainly good and promising when compared with even the present attendance in the older institutions of a similar character in the states.

CONCLUSION.

The territorial law of 1887 declared the object of the Agricultural College "to afford practical instruction in agriculture and the natural sciences connected therewith, and also the sciences which bear directly upon all industrial arts and pursuits. The course of instruction shall embrace the English language and literature, mathematics, civil engineering, agricultural chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology and such other natural sciences as may be prescribed, rural and household economy, horticulture, moral philosophy, history, book-keeping, and especially the application of science and the mechanic arts to practical agriculture in the field." With this liberal enactment as our charter, we have tried to choose instructors especially fitted to do each his special work, to arrange varied, broad and liberal courses of study, and so to administer all the affairs of the institution as to make it of most profit to the young men and women of the territory.

Respectfully submitted,

LEWIS MCLOUTH, Secretary of Board.
Brookings, D. T., December 1, 1888.

GEORGE MOREHOUSE,
C. M. DURLEY,
Committee of Board.

EXHIBIT NO. 15.

DAKOTA SCHOOL OF MINES.

REPORT OF THE DEAN.

To the Board of Trustees, Dakota School of Mines:

Two years ago, I had the honor to submit my first report as Dean of the Dakota School of Mines. It may not be out of place to review the history of the Institution since that time.

Out of the sum appropriated by the legislature, there had been erected a brick building, but which at this time was unfurnished, there being neither apparatus, books, nor anything else necessary for the successful opening of such a school. It was, moreover, understood that the school open within six weeks.

The board saw fit to place almost unlimited confidence in me, by which I was enabled to proceed at once with the matter of organizing the school. I was authorized to go immediately to New York and purchase such chemicals, apparatus, books, etc., as our means would permit; also, to select such additional instructors as might be needed. Before leaving, aided by the late Professor Jansen, I furnished your president with plans for cases, etc., and he, by working for weeks, exclusively in the interests of the school, was enabled to have everything made ready for the opening upon time. Too much credit cannot be given your president for his part of the work, for without it and his assistance in countless ways, the school could not have succeeded as it has.

Upon the 17th day of February, the school was opened with some twenty members in attendance and with four instructors.

The work was of a special nature, intended entirely for the benefit of miners, and was successful beyond our expectations. It was seen, however, that for the school to render any essential aid in the development of mining industries, many things must be added to our equipment. It was decided to ask the legislature for an additional appropriation for the purpose of erecting a metallurgical laboratory, or testing works.

Having before us the experience of those who had constructed such establishments elsewhere, notably, Professor Richards, of the Massachusetts Institute of Technology, and Professor W. B. Potter, of the Washington University in St. Louis, it was determined to construct, if possible, the most complete laboratory of the kind ever built. Acting under your instructions, I visited the works of the well-known manufacturers of mining machinery, Fraser & Chalmers, of Chicago, and after a consultation with them and a full examination of the plans of the laboratories above mentioned, together with those of Sibley College, at Cornell University, and the New York metallurgical works, a plan was agreed upon, with which we went before the legislature, and that body, recognizing the utility of such an establishment, readily granted our request. The plans of the laboratory were afterwards slightly modified, but it was built substantially as there presented, and is beyond question the most complete establishment of the kind ever erected, and we have been highly commended for our judgment in the matter by

many eminent authorities at home and abroad, among whom may be mentioned the well-known German metallurgists, Kerl and Wimmer, of the Berg-und-Huettenmaennische Zeitung, of Berlin.

The laboratory is very complete and contains a complete teaching plant, a complete stamp mill for free gold ores, another for dry crushing, followed by an amalgamation plant, a complete concentrating mill, a reverberating furnace for smelting tin ores, retorts, assay offices, etc., all occupying a building 60x138 feet and two stories in height.

The cost of everything in this laboratory was figured at a minimum. The manufacturers made large reductions from the regular prices, sometimes fully fifty per cent. The railroads gave us a rebate of fifty per cent upon the freight paid, yet, notwithstanding this, the cost exceeded the appropriation. I doubt if the laboratory could be duplicated for less than thirty thousand dollars. This also is the opinion of competent engineers who have examined it. We were misled, not only by the estimates of the architect, but also by the estimates of the millwrights who figured upon the cost of placing the machinery.

Such laboratories are now considered a necessary part of the equipment of every school of mines, and since the erection of ours, the State Mining School of Colorado, and the Colonial School, of New South Wales, have added similar establishments, and the St. Louis ore testing works at the Washington University, after which ours is closely modeled, has been completed.

After the close of the first term, it was decided to extend the work of the school. The faculty was reorganized, and we offered to students the option of three separate courses, each leading to an appropriate degree. The necessary professorships were established by you, and the following gentlemen elected to fill the respective chairs.

Franklin R. Carpenter, Ph. D., Dean and Professor of Geology and Mining. (Ohio University).

Henry O. Hofman, E. M., Professor of Metallurgy. (University of Heidelberg and Prussian Royal School of Mines at Clausthal).

Levy L. Conant, M. A., Professor of Mathematics. (Dartmouth College).

William P. Headden, Ph. D., Professor of Chemistry and Physics. (Dickinson College and University of Giessen).

Daniel McLaughlin, of the Dead Wood Bar. Professor of Mining Law.

A laboratory assistant, Mr. Theodor Knutzen, and an engineer, Mr. George Reilly, were also employed.

The liberality of the legislature also enabled us to undertake a geological and mineral survey of the Black Hills, which we hope to be able to extend over the entire territory. Our object in asking for an appropriation for this purpose two years ago, was to enable us to study and determine, as far as possible, the undeveloped mineral resources of the Black Hills, and to publish a general geological sketch of this most interesting uplift for the use of our own students and of miners, teachers and others interested in the

geology of this region. Besides this, we wished to publish a paper upon the methods of mining and milling employed at the Homestake Mine, which being matters largely of local growth, cannot be found described in any publication. It was thought that it would be of use, not only to our students at the School of Mines, but to the yet undeveloped portions of the Hills. The results of this study undertaken by Professor Hofman, have, with your permission, been read before the American Institute of Mining Engineers, and will appear in their proceedings, as well as in our own publications, while some of the results of my own work upon the stratigraphy of the Hills have been embodied, with fair credit to the writer, in the proceedings of the Boston Society of Natural History. Our own publication is now in press, and will be issued January 1st.

By comparison with other mining regions, the mining area of the Black Hills will seem small, yet it equals in extent that of Cornwall or the Harz, each of which has supported, from time immemorial, a numerous and busy population. By comparison also with other mining regions, the ores of the Black Hills will be found to be of an unusually low grade, yet the single mining enterprise known as the Homestake combination, not only employs more men, but exceeds in gross output and dividends paid, the combined mines of either of the old settled counties of Clear Creek or Gilpin, Colorado, each of which possesses many scores of well developed mines, and before the discovery of Leadville, were the main reliance and support of the city of Denver.

The metalliferous deposits of Dakota are both extensive and varied. Iron, copper and tin abound, as well as gold and silver. Nor are other mineral resources wanting. Hydraulic cement, fire clay and gypsum, and an almost endless variety of building stones exist in inexhaustible quantities. The coal-bearing area, while not equalling in value, exceeds in extent, that of Pennsylvania. Besides these, mineral fertilizers, natural gas, salt, etc., are found within the limits of the territory. These all call not only for the judicious investment of capital, but for correct technical knowledge as well; and in the development of all these can the School of Mines render efficient service.

The geological survey undertaken by the school, mainly to benefit the mining industry, will also be especially serviceable to the agricultural interests, as the questions of artesian water, capabilities of the streams for irrigation, and many other points which will occur to those interested in the territory, will come within the province of its work.

The manner of our work upon the mineral deposits may be best shown by the following examples.

The occurrence of tin in the Hills, in quite large quantities, has been known for five years past. But attempts at working the ore, for want of proper technical knowledge, have not been successful, though two costly mills have been built. Immediately upon the erection of our metallurgical laboratory we began the study of its concentration, and showed by means

of the machinery there used, that it could be concentrated at a c t not exceeding forty cents per ton, and had we done nothing else, this alone would have justified the expense of the laboratory, for it is agreed upon all sides that the only tin deposit upon the continent, known at the present time, that give promise of becoming productive mines, are those found in Dakota.

The cost of concentrating Cornish tin, where the work is done largely by hand, is about $1.25 per ton, while we have shown that, notwithstanding our much higher priced labor, the cost here will not exceed a third of this. The difference, however, is not owing so much to our improved machinery as to the difference in the character of the ore, the Cornish tin requiring such fine crushing that it is unsuited for machine concentration. The good results of our study are already very apparent, a prominent mining company having decided to build a mill after the pattern of the machinery at the School of Mines.

A second example may be taken, from the work of the school, upon the mineral deposits of the gold bearing veins. There exists in various parts of the Hills, large bodies of low grade, gold-bearing pyrite, which, if occurring in small veins, would be absolutely worthless. In early days stamp mills were frequently erected for its treatment, but not being free-milling, the enterprises of course failed. I spent much time in their study. I found several of these veins, often exceeding one hundred feet in width, and have shown how they may be satisfactorily concentrated, by which process they are made to yield a product worth about thirty dollars per ton, which can afterwards be further treated by chlorination.

The branch of the United States Geological Survey devoted to mineral statistics, as well as the United States Mint, has frequently made use of the school during the past two years, in collecting information concerning the Hills. The school, at the instance of Mr. McClure, Commissioner of Immigration, prepared a sketch concerning the geology and mineralogy of the Hill, which was issued from his office.

The part relating to the tin discoveries was republished many times in this country and abroad. It appear in full in the Proceedings of Congress, and lately the school has given permission to a Western publisher to issue the whole in book form.

We have made a number of mill tests in the interests of the miners, and have made besides, 2,564 assays, which together, at the rates ordinarily charged for such work, would have cost them a sum exceeding $8,000, but for which we charged only nominal prices—amounting in all to less than $1,000.

The school has had to meet some of the difficulties incident to a new institution, but we feel that the results have justified its establishment, and that it has reached a point where its influence will be more widely appreciated than heretofore.

The cabinet is large and rapidly increasing. In addition to collections of ores, minerals and fossils from all over the world, we aim to keep characteristic ores of the Black Hills constantly upon exhibition. It has already outgrown its present quarters. We have never had a work room or preparation room in connection with it. Besides, we have neither office, library nor reading room. An additional building seems to be a necessity. It should also contain at least one lecture room for the use of the professor of geology.

Our whole appropriation, so far, for building purposes has been but $20,000, far less than other institutions of equal rank have received. A building sufficient for the above purposes could be erected for $10,000, and I recommend that an appropriation for this purpose be requested from the next legislature.

In order to keep the standing of the school up to its present rank, and to do the work we have designed for the next two years, the following sums will be needed:

Continuation of the geological survey	$6,000
Support of the chemical and metallurgical laboratories	5,000
Fuel, lights, water and contingent expenses	5,000
For purchase of needed books for the library	2,500
Salaries of professors, assistants and janitor	25,000
Building, for purposes above stated	10,000
	$53,500

Thanking you upon the part of the faculty for the uniform kindness and confidence we have received at your hands, and congratulating you upon the success which the institution has attained under your direction, I am,

Very respectfully,

FRANKLIN R. CARPENTER,
Dean, Dakota School of Mines.

RAPID CITY, DAKOTA, December 8th, 1888.

EXHIBIT NO. 16.

DAKOTA SCHOOL FOR DEAF MUTES.

SIOUX FALLS, December 6, 1888.

Hon. L. K. Church, Governor of Dakota.

Dear Sir: Please find accompanying this, the report of the Superintendent of the Dakota School for Deaf Mutes, covering the period of two years ending November 30, 1888. The sentiment of the board is that the school is in a most prosperous condition, and that the officers and teachers have faithfully and efficiently discharged every duty devolving upon them.

Very respectfully,

C. H. WYNN, President,
F. L. BLACKMAN, Secretary.

To the Honorable Board of Trustees.

Gentlemen: I have the honor to hand you the fourth biennial report of the Dakota School for Deaf Mutes, covering a period of two years, ending November 30, 1888, during which time we have experienced the greatest growth and improvement in the school since its establishment in 1880.

ATTENDANCE.

The average number of deaf and dumb persons from the territory, in attendance upon this school, during the term of 1887-8 was 45; number admitted up to date of the present term, 43; number of old pupils to enter the present term, 7; number of new pupils applied for admission, 6; number the school is liable to be called upon this term to receive, 56. This number is below what I had reason to expect. Below I give the number of pupils in attendance each year since the establishment of this school, indicating its growth:

1880	5
1881	7
1882	9
1883	17
1884	23
1885	31
1886	36
1887	45
1888 (very likely)	56

The health of the pupils and others connected with the school during the past two years has been excellent. We have not had a single case of severe sickness nor death in the school since the first year, eight years ago.

This certainly speaks well for the location of the school, its water, cleanliness of the buildings and the surroundings, and also of the system of sewerage. For all of which we have great cause to be thankful.

SYSTEM OF INSTRUCTION.

The system of instruction followed in this school is the same as found in a majority of the schools for the instruction of the deaf throughout the United States, and known as the "Combined System." The text books used in the primary classes are those prepared expressly for the deaf by

teachers of long practical experience in schools of the deaf. The more advanced pupils are taught history, geography, grammar, arithmetic and such studies as are found in the high schools of the country. Examinations are held annually at the close of the school year. We have been greatly encouraged by the kind remarks of those who looked over the examination papers on file in the superintendent's office. These examination papers were on exhibition at the territorial fair, held at Mitchell, September 24 to 28, 1888, and drew words of surprise and commendations.

Visitors and teachers from the public schools have by their interest and kind words greatly encouraged the pupils and the teachers in their good work. We are satisfied that the progress made by the pupils in the school will compare very favorably with that made in any similar schools in the land, and we have teachers here who were connected with other schools before coming to us.

ARTICULATION.

Articulation is taught to those who possess that degree of vocal power as would give us any hope of his or her being able to acquire greater power of speech after a thorough course in the articulation class. We ascertain each pupil's ability in articulation by placing all in the articulation class, and after a time drop those, who, we have good and sufficient reason to believe, cannot be taught to speak. We have two articulation teachers and thirteen members of the articulation classes. The above teachers have, besides these classes, a regular class of deaf mutes.

The generous appropriation by the legislature of 1887 made it possible for us to employ additional help, which we greatly needed. We were fortunate in securing only those who had experience and understood the language of the deaf.

The appropriation for permanent improvements has been carried out with economy, and I believe with satisfaction. We have a fine shop building of Sioux Falls stone. The laundry is in the basement of the shop. This was made necessary in order to economize when the time came to put in steam power, making one instead of two boilers.

A stone barn has been erected, capable of accommodating four horses, six cows, a dozen hogs, three carriages, about fifteen tons of hay and ample room for farm implements and tools. It stands as the handsomest building of the kind in the country, and at the same time very substantial and commodious.

A 525-barrel tank, standing 33 feet high, and a 12-foot windmill on a 60-foot tower have been erected and pipes laid connecting the buildings and the water tank. Several hundred feet of two-inch hose have been purchased and the same placed on plugs at different points in the building and are ready for instant use in case of fire.

The appropriation for land was expended as soon as the money was received, and for this money we have to show a tract of twenty acres of fine land suitable for our purpose. I might add that this land, if not bought then, could not be had to-day for twice the amount paid for it. During the past summer we have cultivated these twenty acres with the help of a gardener and a number of larger boys out of school hours.

The following is the amount of produce raised on the farm belonging to the school:

Potatoes	117 bush.
Cabbages	556 heads.
Corn	300 bush.
Corn fodder worth	$30.00.
Beets for table and cows	270 bush.
Carrots for table and stock	355 bush.
Radishes, about	6 bush.
Onions	
Parsnips	7 bush.
Sweet corn	22 bush.
Rutabagas	235 bush.

An appropriation of $1,000 was made for grading and setting out trees. Seven hundred and seventy-seven trees of different kinds, including evergreens, have been set out and are in a thrifty, growing condition. One thousand and thirty-six feet of cement curbing and 736 square feet of cement and brick walk have been built. Nine thousand, three hundred and twenty-four square feet of roadway have been macadamized.

An outfit of laundry machinery has been purchased and the same placed in the laundry. Five hundred dollars were appropriated for the printing office outfit. The same has been wisely expended, and from the printing office appears, fortnightly, a little sheet called the Dakota Advocate. All the work on this paper is performed by the boys under the direction of Mr. Hofsteater. A number of sets of tinners' tools have been placed in the shop building, but as yet have not been used for want of a foreman skilled in the tinners' trade.

Our wants are few but very essential. We need a larger dining room. As it is now, we crowd, at mealtime, some fifty-seven persons into a dining room 24 by 33 feet. The ceiling of this room is very low, only eight feet from the floor. The kitchen is certainly too small, being 18 by 20 feet with ceiling only eight feet from the floor.

We need a good 20 H. P. boiler and engine of sufficient capacity to give us motive power and heat in our laundry and shop offices. as our laundry machinery cannot be run by hand power and the heating of the shop offices by stoves is too dangerous.

We are using thirty-four kerosene lamps, and still there is need for more light. We are slow to allow more lamps to be used on account of the danger with so many young people. We have used every precaution with fire and

light, and have not in the past eight years had any accident with this element, still we do not consider ourselves safe. We need, and should have, an electric light plant which could be run by the power to be furnished for the laundry and shop, and thus making the cost of an electric light plant of 115 lights very low. These few needs of our school deserve your serious consideration, and we earnestly hope the coming legislature will grant the necessary appropriations.

The matron, teachers and other assistants, have faithfully performed their duties, and have warmly co-operated with me in the work, and to them I am indebted for the success the school has met with during the past two years.

To you, gentlemen of the board of directors, I am under obligations for generous support and encouragement.

JAMES SIMPSON, Superintendent.

Sioux Falls, November 30, 1888.

EXHIBIT NO. 17.

STATISTICS OF DENOMINATIONAL COLLEGES AND ACADEMIES AND PRIVATE SCHOOLS.

STATISTICS OF DENOMINATIONAL COLLEGES, ACADEMIES AND PRIVATE SCHOOLS.

County.	Name of Institution.	Principal in Charge.	No. of Teachers, including Principal.	No. of Pupils.		Value of Buildings and Other Property.	Value of Endowment.	Denomination Controlling.	Location.
				Male.	Female.				
Bon Homme	Scotland Academy	Alexander Strachan	3	25	40	$ 10,000	.....	Presbyterian	Scotland.
Bon Homme	Hope School (Indian)	.....	3	30	35	25,000	.....	Episcopal	Springfield.
Brown	Groton Collegiate Institute.	Jas. A. Marshall	6	.....	.....	1,200	.....	Presbyterian	Groton
Brown	Academy Sacred Heart	R. W. Haire	.....	.....	.....	2,500	.....	Catholic	Aberdeen.
Burleigh	St. Mary's School	Sister Josephine	.....	20	30	3,000	.....	Catholic	Bismarck.
Davison	Dakota University	P. A. Reno	6	50	59	.....	.....	Methodist	Mitchell.
Fall River	Black Hills College	Unorganized	.....	.....	.....	15,000	.....	Methodist	Hot Springs.
Grand Forks	Ursiline Academy	Madame Stanislaus.	5	.....	.....	20,000	.....	Catholic	Grand Forks.
Grand Forks	Arvilla Academy	J. A. Brown	3	22	34	2,500	.....	Presbyterian	Arvilla.
Hughes	Pierre College	Wm. M. Blackburn	8	20	32	30,000	.....	Presbyterian	Pierre.
Lawrence	St. Edward's Academy	.....	6	20	50	10,000	$ 25,000	Catholic	Deadwood.
Lincoln	Augustana College	M. D. Miller	3	50	48	8,000	.....	Lutheran	Canton.
Minnehaha	Sioux Falls University	E. B. Meredith	8	Total.	87	20,000	.....	Baptist	Sioux Falls.
Minnehaha	All Saint's School	W. H. Hare	10	Total	73	25,000	.....	Episcopal	Sioux Falls.
Richland	.....	Benedictine Sisters.	2	50	40	3,000	.....	Catholic	Wahpeton.
Sargent	Territorial Normal School.	John Ogden	4	.....	.....	.....	.....	Private	Milnor.
Spink	Redfield College	David Beaton	7	Total.	69	25,000	.....	Congregational	Redfield.
Stutsman	Jamestown College	N. M. Crowe	4	25	48	15,000	.....	Presbyterian	Jamestown.
Yankton	Yankton College	Joseph Ward	10	61	74	56,500	20,000	Congregational	Yankton.
		Total	88	373	719	271,700	44,000		

EXHIBIT NO. 18.

DECISIONS OF TERRITORIAL SUPERINTENDENTS IN CASES OF APPEAL.

THE TERRITORY OF DAKOTA.
OFFICE OF THE TERRITORIAL SUPERINTENDENT.

In the matter of election of a director, in Runningwater School Township, Bon Homme County, Dakota.

Filed July 9th, 1886.
Appeal from Bon Homme County.

At the annual election in Runningwater School Township, in June, 1886, there were 44 votes cast for the office of director. William Brazzill received 24 of these votes and Henry Brooks received 20. Brooks lived in school district No. 2 and Brazzill lived in outlying territory said to belong to no organized school. There are but two organized schools in the township. Brooks being defeated would deprive (?) school No. 2 of a member of the school board. Query: Is Brazzill legally elected—is he eligible?

Section 65 of the school law of 1883 declares positively that there shall be no territorial divisions of a school township. This being the law, then Brazzill must be in the same territory with either of the organized schools; and if he resides in the township he cannot reside in the outlying territory. It is the opinion of this office that William Brazzill is, therefore, eligible to the office of director, and that he is duly elected to said office in Runningwater school township, Bon Homme county, and territory aforesaid. The decision of the county superintendent being to the same effect, his decision is therefore affirmed.

Done at the office of the Territorial Superintendent of Public Instruction, at Olivet, Dakota, this 16th day of July, 1886.

A. SHERIDAN JONES.

THE TERRITORY OF DAKOTA,
OFFICE OF THE TERRITORIAL SUPERINTENDENT OF PUBLIC INSTRUCTION.

Ira J. Smith,
vs.
School Board of Springfield School Township, Bon Homme County, Dakota.

Filed July 9th, 1886.
Appeal from Bon Homme County.

This is a case in which the moderator, Ira J. Smith, of school No. 6, in said Springfield School Township, applied to the township school board to have a second outbuilding, or privy, built for the convenience of said school. The school board refused to build said house and the moderator appealed from their decision to the county superintendent. There appears to be a lack of funds in the treasury to supply all the schools in said township with duplicate outhouses, and this is the reason given by the board for refusing to build a second one for school No. 6. The county superintendent sustained the board in their decision. Under the law the educational department has no power to order the expenditure of money by any school board, nor has the county or territorial superintendent power to enforce an order for the payment of money out of the treasury of any school township. The opinion of the county superintendent is therefore affirmed.

Done at the office of the Territorial Superintendent of Public Instruction at Olivet, Dakota, this 30th day of July, 1886.

A. SHERIDAN JONES,
Territorial Superintendent of Public Instruction.

THE TERRITORY OF DAKOTA,

OFFICE OF TERRITORIAL SUPERINTENDENT OF PUBLIC INSTRUCTION.

Pleasant Valley School Township,
vs.
Mondamin School Township, County of Hand.

Filed December 27th, 1886.
Appeal from Hand County.

The evidence in this case shows that Mondamin School Township was new and up to the time of the difference there had been no school held in the township. Pleasant Valley was an adjoining township. The patrons of Mondamin township, including the treasurer of the school board, sent their pupils to a convenient school in Pleasant Valley township, for a period of two months during the autumn of 1885, there being no school in Mondamin township. After having availed themselves of the privileges afforded by the schools of Pleasant Valley, during this period, the patrons of Mondamin started a school within their own limits and withdrew from Pleasant Valley. At fifty cents per week, the maximum tuition charged allowed by law, the tuition of the pupils from Mondamin amounted to $37.50. The school board and citizens of the township refused to pay the amount upon presentation of the bill from Pleasant Valley, claiming at first that the bill was too high. Upon appealing to the county superintendent who, after having heard, orally, both sides, decided that Mondamin should pay Pleasant Valley $23.50, being the proportion that the number of pupils from Mondamin bore the whole number of pupils attending the school. This the school board and patrons of Mondamin objected to paying, not because the service was not rendered, but, because Mondamin had held, when the bill was presented, the number of months of school required by law in one year, to-wit: Four months. There is no pretense that the pupils from Mondamin were not sent to the Pleasant Valley school, and the school board of Mondamin do not even deny that they were sent under contract or prior agreement, except that the amount of tuition was not agreed upon. The school board of Mondamin admit that Pleasant Valley expected pay for the tuition thus obtained.

Mondamin school township appeal from the decision of the county superintendent without alleging that Pleasant Valley has not performed the service for which the tuition fee is claimed.

While this office cannot enforce an order for the payment of money out of the treasury of Mondamin school township, it can decide a question of equity between the two corporations, and the decision of the office is that it is just and proper for Mondamin school township to pay the amount of $23.50 over to the township of Pleasant Valley, and that the claim for this sum, by said Pleasant Valley school township against Mondamin school township, is a just and proper claim. The decision of the county superintendent is therefore affirmed.

Done at Olivet, Dakota, at the office of the Territorial Superintendent of Public Instruction, this 8th day of January, 1887.

A. SHERIDAN JONES,
Territorial Superintendent of Public Instruction.

THE TERRITORY OF DAKOTA.

OFFICE OF THE TERRITORIAL SUPERINTENDENT OF PUBLIC INSTRUCTION.

In the matter of the appeal of the School Board of Cleveland School Township, Brule County, from a decision of the county superintendent, ordering that said board locate and open a school according to petition.	Filed December 15, 1886. Appeal from Brule County, and final decision of territorial superintendent.

The above appeal, and all the evidence and papers therein, including the decision of the county superintendent, having been duly filed in this office on the 15th day of December, A. D. 1886, and the evidence having been duly considered; and being fully advised in the premises, the territorial superintendent finds the following facts and conclusions of law:

FINDINGS OF FACT.

1. That four petitioners, representing thirteen children of school age, and claiming to be residents of Cleveland Township, petitioned the school board of said township to establish a school in their community.

2. That all these petitioners, except one, are actually residing upon what is known as the Crow Creek Indian Reservation, and the one exception represents but four pupils; and, that the place selected by said petitioners at which the school was asked to be located, was, and is, a part of said reservation.

3. That by executive order of the President of the United States, dated at Washington, April 17th, 1885, and made a part of the evidence herein, this tract was withdrawn from the lands held subject to settlement; hence, they were withdrawn from the jurisdiction of our territorial government.

The county superintendent ordered the location of the school.

CONCLUSION OF LAW.

1. The jurisdiction of our educational department extends over the same territory as that covered by the territorial courts, and no further. This order of the President of the United States withdrew said tract, known as the Crow Creek Indian Reservation, from the jurisdiction of our territorial courts, therefore, from that of our educational department.

This being the law, this department cannot make an order affecting persons and property upon such lands which it has no power to enforce; and any order made, with reference to persons and property outside of its jurisdiction, must necessarily be void.

2. The petition for the location and establishment of a school must represent at least ten pupils within the rightful jurisdiction of the school township petitioned. There being only four such pupils represented by the petitioners, said petition is insufficient in law.

Therefore, it is considered and adjudged, That the said order of the county superintendent be, and the same is, hereby reversed.

Done at the office of the Territorial Superintendent, at Olivet, Dakota, this 8th day of January, A. D, 1887.

A. SHERIDAN JONES.
Territorial Superintendent of Public Instruction.

TERRITORY OF DAKOTA,
DEPARTMENT OF PUBLIC INSTRUCTION.

Mrs. Emma Snearly
vs.
A. A. McCoy, County Superintendent. } Appeal from Faulk County.

It is shown in the testimony presented in this case that the county superintendent, acting upon personal knowledge, revoked a certificate held by Mrs. Emma Snearly, who was teaching at the time in sub-district No. 2, Emmons School township. The revocation was upon the grounds of insubordination and disregard of the best interests of the pupils and patrons of the school, by persistently beginning school and holding it open at a time when the patrons had, at a public meeting, decided that it should not be opened, and when but two or three pupils could attend.

After thorough consideration of all the facts before us we cannot do otherwise than to sustain the county superintendent in his order revoking Mrs. Snearly's certificate, and his decision is therefore affirmed.

Signed, EUGENE A. DYE.

Done at the office of the Territorial Superintendent, at Mellette, Dakota, this 26th day of November, 1887.

TERRITORY OF DAKOTA,
DEPARTMENT OF PUBLIC INSTRUCTION.

Angus Bell, Charles Jackson et al.
vs.
The School Board of Armadale School Township. } Appeal from Spink County.

It appears that the apellants presented a petition to the school board of Armadale School township praying for the establishment of a sub-district from parts of sub-districts No.'s 1 and 2 of said township.

The prayer of the petitioners was denied and upon being appealed to, the county superintendent sustained the decision of the school board.

After a thorough reading and consideration of all the testimony furnished, together with a statement of the county superintendent's personal investigation of the case, the following fact is established:

The number of pupils residing within the boundaries of the proposed sub-district and more than two miles distant from any other school, as required by Section 81 of the school laws, is less than ten.

Therefore, the school board has not the authority to establish the sub-district and the decision of the county superintendent is affirmed.

Mellette, Dakota, January 10th, 1888.

EUGENE A. DYE,
Superintendent Public Instruction.

TERRITORY OF DAKOTA,
DEPARTMENT OF PUBLIC INSTRUCTION.

Joseph Royle
vs.
Union School Township. } Appeal from Edmunds County.

As shown in the papers submitted in this case a second meeting was held February 4th, 1888, in sub-district No. 2, Union School township, for the pur-

pose of deciding as to whether school should be moved to a more convenient location. The ballot was taken and showed 6 votes for removal and 6 against.

At the meeting of the school board of the township, held February 21st, it was decided that the school in sub-district No. 2 should be moved to a location more accessible for all pupils in the district. The plaintiff appealed to the county superintendent to reverse the action of the school board, alleging that the voters only, and not the school board, have the power to order the school removed: that a majority of the voters was not in favor of the removal, as shown by the records of the school meeting; that the new location makes the distance too great for his (the appellant's) children to travel; and finally advises a division of the district and the establishment of two schools.

From the county superintendent's decision, which sustains the action of the school board, the appellant appeals to the territorial superintendent.

QUESTION OF LAW INVOLVED.

There is nothing in Section 29 of the school law, cited by the appellant, to prevent the school board from removing the school. The law contemplates that the pupils of any given district shall have as nearly equal school facilities as possible; that the school board shall have the general control of the township, and this authority may extend so far as to reverse the decision of the school meeting when that decision, through selfishness, malice or spite, would have the effect of depriving a part of the pupils of school privileges.

CONCLUSION.

The removal of the school is not solely a matter for the decision of the electors of the district, as alleged by the appellant, but the township board may order a removal, even though a majority of the electors opposed it, if it could be shown that it was to the best interest of the school.

The evidence clearly shows that the new location is far more favorable to the children of the plaintiff than to those in whose interest the school was removed.

The establishment of a new school as advised by the plaintiff in a district so sparsely settled would be impracticable and extravagant.

The action of the school board and county superintendent are affirmed.

Millette, March 28th, 1888.

Signed, EUGENE A. DYE,
Superintendent Public Instruction.

TERRITORY OF DAKOTA,
DEPARTMENT OF PUBLIC INSTRUCTION.

Peter Joyce and Charles Farrell,
vs.
Ovid School Township.

Appeal from LaMoure County.

It appears from the evidence submitted in this case that in October, 1886, the name of Miss Freeman was presented to the school board of Ovid school township by the sub-district director of sub-district No. 1, as the teacher for the school, and she was elected. The chairman of the school board, being aggrieved by the election, refused to sign the contract with Miss Freeman, whereupon the clerk, by direction of the board, drew up the contract, which was signed by himself and the two members of the board.

The case was appealed to the county superintendent, who, upon investigation, found that out of about 24 voters in the township, 13 favored the choice of Miss Freeman, and out of 11 patrons, 9 favored the choice of Miss Freeman.

The superintendent affirmed the legality of the contract, and advised that Miss Freeman be permitted to perform her part of the contract. From this decision the plaintiff again appeals to the territorial superintendent.

By provisions of the school law the chairman of the school board is the agent of the board in the consummation of a contract, and his duties are therefore obligatory and not discretionary. The law contemplates that when there is but one school in the township the sub-district shall be co-extensive with the township in territory.

CONCLUSION.

In this case, therefore, the chairman was guilty of willful neglect of his duty, and was subject to prosecution, as provided in Section 52, of Chapter 47, of Session Laws of 1887.

Miss Freeman was a choice of the patrons of the district, also the voters, and was regularly elected by the school board. She entered upon her duties in good faith and performed them acceptably, and she is entitled to all considerations in the contract.

The decision of the county superintendent is affirmed.

Signed,

EUGENE A. DYE,
Superintendent of Public Instruction.

Mellette, Dakota, March 28th, 1888.

TERRITORY OF DAKOTA.
DEPARTMENT OF EDUCATION.

H. C. Coggswell,
vs.
Owatonna School Township. } Appeal from Potter County.

By a careful study of the contradictory statements made in this case it appears that at a special meeting of the school board of Owatonna school township, held March 8th, 1888, two petitions, both relative to the hiring of teachers, were presented by the people of the sub-district No. 1 for consideration.

One of said petitions was signed by eleven persons asking for first grade teachers to be hired; the other was signed by eight persons, stating that they had no objection to the engagement of a Miss Sophia Davidson, who held a third grade certificate, and whose application for the position in question was the only one before the board at that meeting. Miss Davidson was engaged, and some days later began her duties as teacher of the school herein mentioned.

In case of personal quarrels, or of division of sentiment, among the people of a sub-district, the township school board have the right of discretion in the settlement of the dispute, but the exercise of such rights must be free from malice or spite.

The action of the school board in this case is sustained, and the decision of the county superintendent is affirmed.

Signed,

EUGENE A. DYE,
Superintendent Public Instruction.

Dated at Mellette, Dakota, June 1st, 1888.

TERRITORY OF DAKOTA,
DEPARTMENT OF PUBLIC INSTRUCTION.

School Board of District No. 27
vs.
C. B. Isham, County Superintendent. } Appeal from Lincoln County.

It is claimed in the evidence furnished in this case, that H. J. Frank and C. D. Harris, residents of the western part of the district No. 27, have sent their children to school in district 50 for several years past. That on acconut of bad roads during a part of the year and the distance to the school house, their children have been to a considerable extent deprived of school privileges in district 27.

A petition, through which said Frank and Harris asked to be set into district 50, was signed by a majority of the legal voters of both districts, and presented to the county superintendent for his action. The superintendent, after consideration of the petition and other evidence gained, granted the prayer of the petitioners. While we do not believe that changes should be made except for the good of the schools—not for temporary convenience and the satisfaction of selfish motives—it is our opinion that in view of justice to the petitioner in this case, the changes should be made as asked for in the petition herein mentioned.

The decision of the county superintendent is affirmed.

Signed,

EUGENE A. DYE,
Superintendent of Public Instruction.

Mellette, Dakota, June 6th, 1888.

TERRITORY OF DAKOTA,
DEPARTMENT OF PUBLIC INSTRUCTION.

Charles E. Thompson
vs.
E. D. Wood, County Superintendent. } Appeal from Charles Mix County.

March 29th, 1888, E. D. Wood, superintendent of common schools for Charles Mix county, revoked a certificate held by Chas. E. Thompson, a teacher in said county, on the alleged grounds of incompetency to govern and manage a school and to observe proper decorum in presence of his pupils. Mr. Thompson expressed a desire to appeal to the superintendent of public instruction, and the county superintendent properly appointed a day when evidence would be taken. The evidence taken and forwarded to this office substantiates to quite a degree the alleged charges.

While the plaintiff is not in a strict sense shown to be an immoral man, it is shown that his conduct was unworthy of example to the youth under his charge, and that he was also wanting in ability to properly manage a school.

The decision of the county superintendent is affirmed.

Signed,

EUGENE A. DYE,
Superintendent Public Instruction.

Mellette, Dakota, June 11th, 1888.

EXHIBIT NO. 19.

1. Report of Gen. W. H. H. Beadle on Long Lease plan of disposing of school lands.

2. Information concerning the school lands taken from the annual report to the Secretary of the Interior for the year 1887.

1. REPORT OF GEN. W. H. H. BEADLE ON "LONG LEASE" PLAN OF DISPOSING OF THE SCHOOL LANDS.

No provisions have been made by law to secure school lands in the Indian reservations; no bill presented mentions the subject. There will be but a small area of agricultural school lands left in the Black Hills region. The Yankton and Sissiton reserves east of the Missouri, will probably furnish no school lands. The delay in surveys caused the loss of a number of sections by prior settlement, and the delay of statehood has taken away all opportunity to select indemnity school lands. We refer to the article only to South Dakota.

If a clause could be inserted in the bill to open the Indian reservation, and the same in the enabling or admission act, devoting a part of these reservations to school uses, the conditions would be improved. We suggest that all of the counties of Stanley, Pratt and Presho that lie between the White and Red rivers, be, when the Indian title is extinguished, reserved until the Agricultural College, Normal School, remaining University sections, and all indemnity sc hoo lands be selected. Unless some measure of the kind be taken, the state will have not more than twelve hundred thousand acres of land, instead of two million seven hundred thousand acres, as set forth in the address to the people that accompanied the Sioux Falls Constitution.

That instrument provides a minimum of ten dollars an acre for the sale of these lands, and the most complete, exact and careful restrictions and directions upon the whole subject. The constitutions, amendments and experience of all the states were laboriously consulted by an able and conscientious committee in the preparation of those sections. Every word and phrase and sentence was studied, and supreme court decisions were examined to make greater assurance. The sections providing for the investment of the funds were well considered, but not so carefully studied and perfectly phrased.

It is provided that funds may be invested in United States and Dakota State bonds, in Dakota school bonds, and all the remainder only in first mortgages upon improved farm lands to an amount not above half their appraised value for taxation, and in no case above five hundred dollars to one person. If the lands are properly handled, and never wasted, and if the United States gives the five per centum upon the sales, and smaller items (all given by the Constitution to the fund) are added, we may have a fund of twenty million dollars in twenty-five years. Eighteen millions must be loaned on farms under above restrictions. This will require thirty-six thousand individual farm loans. We hardly have forty thousand farms in all South Dakota to-day, at an average of three hundred acres each. We shall never have 80,000. This eighteen millions must be loaned through and by the counties. There will not be sixty agricultural counties in twenty years. We must loan three hundred thousand to each, or less to a part, and over half a million in others. Can this be safely done? No. If the state and schools do not borrow, because they can borrow cheaper elsewhere, (and many can now) we shall have twenty millions or more to loan.

But why sell the lands? The proceeds must be reinvested upon other lands as security, the title to which cannot be better and may be imperfect. If money is to be loaned, it should be to our people, of course. Still, the object of the fund is not primarily to furnish cheap money to our citizens, but to secure the

best results for the schools. Would it not be better to sell the lands for a long term of years, that is, upon very long leases, say twenty-five years, retaining the title in the state.

The leases would be subject to sale, transfer, and other contracts, and to judgments and legal process. The homestead principle might extend to them. Rents should be paid in advance. Cancellation would follow default. The county could collect for a proper commission as designed for interest collection by the Sioux Falls Constitution. Twenty-five years gives time to build, use and enjoy a home. The average man or family does not need to keep land so long. As population grows dense, the area leased to individuals could be reduced. The great problem before old states and nations, springs from land tenures, as well as from ignorance. If Dakota retained these lands, it would be better enabled to meet both questions. All gain in values would be to the fund. The rents paid for use would all be used by the schools. This would steadily increase. Every five years a re-appraisement would be made to fix rents. With thirty or fifty years the fund would build and furnish school houses, supply books and apparatus, and enable us to make our schools the best in the world. Hasty sales for immediate relief will leave the schools to depend mainly on taxes forever. Beserving title would still give present and ever increasing relief, until there would be no more school taxes forever. Industrial and all the best education eould be fostered. Dakota would lead the world and be the best commonwealth, because self-governed, through intelligence, skilled industry and morality.

2. SCHOOL LANDS IN 1887.

The subject of school lands is one of great interest to the people of Dakota; but, owing to the fact that these lands are still held in trust by the national government, there is very little definite information concerning them among the people. The educational department, not having any authority in cases in which they are involved, has not taken the time from numerous other duties to make inquiries about their condition or value. The reports have often come to the department, and complaints have been made that the school lands were being quite generally cultivated in some parts of the territory, that valuable timber has been taken from those sections where it was growing, and that the lands were otherwise being despoiled. The complainants have been informed that the department has no jurisdiction, but the complaints becoming more frequent of late, the department determined to send out circulars of inquiry concerning school lands, and so far reports have been made from seventy counties, and from these reports the following information has been gleaned: It shows that in seventy localities there are persons that care more for present gain than the future of the school fund. The danger is that if the tendency to cultivate and occupy these lands is not checked, there will be so strong a sentiment in certain parts of the territory in favor of the settler on school lands, that it will have a controlling influence in state legislation on this important question of the disposal of the lands, an influence that will be to the advantage of the settler, and in favor of a great public wrong. Every crop removed from the lands diminishes the value when put upon the market, and the cultivation of them ought to be in some way regulated, if Dakota is to

receive her generous gift in all its fair proportions. The seventy counties reporting have a total of 3,684 sections of school land, or 2,347,760 acres. The average value of the land, if put upon the market at the present time, is $5.50 per acre, as estimated in the different counties. At this rate, a fund of $12,912,680 would be realized from the sale of lands in seventy of the counties. Sixteen of the counties have not reported. The highest estimates are from Yankton county, where the average is $12.00 per acre. An average value of $10.00 per acre is reported from Brown, Beadle, Bon Homme, Clay, Codington, Charles Mix, Kingsbury, Lincoln, Traill and Union counties. Benson and McPherson reporting the average value as low as $1.25 per acre. The school lands are generally above the average in the qualities of the soil for farming purposes, as shown in answer to the question, How many sections of waste land in your county? the question referring to the number of school sections. Campbell county reports ten; Dickey and Pembina, each 8; Walworth, 5: Ransom, 4; McHenry and Eddy, each 3; Hamlin, Charles Mix, Brown, Brule, Sully, Codington, each 2; and Sanborn, Clay, Deuel and Ramsey, each report 1 section of waste land. The remaining counties report none. But of the 3,634 sections of land in these counties, only 70 are reported as poor land. Several counties report that some of the school lands are valuable for other purposes than agriculture. Custer county reports 25 sections of valuable mineral land, Lawrence 25 sections of timber land, and Charles Mix and Grand Forks each report 3 sections valuable for the timber upon them. As to the extent to which the school lands are cultivated, the counties report as follows: In Pembina county nearly all are cultivated, and many have considerable improvements upon them; Traill county reports fully two-thirds of the school lands under cultivation; Cass county at least one-half of all; Richland reports many sections under cultivation; Clay 25 per cent of all; Ransom reports 10 per cent under the plow; Steele, Sargent and Moody each report several sections cultivated; Nelson, 8 sections: Minnehaha, 6 sections settled upon: Yankton, some; Union, some; Stark, 3 sections settled and cultivated; Dickey, 2 sections; Grand Forks, 7 sections or more; Lawrence, 3 sections; Foster, 3 sections; Potter, 2; Marshall, 3; and Hand, Lincoln and Kidder, each 1 section cultivated.

	PAGE.
Academy of Sacred Heart	308
Agricultural College, report of	287, XXXII
All Saints School	308
Announcement of Institute to Teachers	206
Appeal Cases, decision of	310
Arvilla Academy	308
Augustana College	308
Associations, Teachers	XXV
Barnes county, report of	68
Bartlett, A. F., report of Normal School, Yankton College	172
" bills of	234
Beadle county, report of	69
Beadle, W. H. H., Institute, report of	210
" " bills of	234
" " report on disposal of School Lands	318
Benson county, report of	69
Bills audited for Institute purposes	232-234
" " " Normal instruction	180
Blackburn, W. M., report of Normal work	173
Black Hills College	308
Blanks	XXXV
Board of Directors of University of Dakota, report of	277
Board of Regents, Agricultural College, report of	288
Bonding Law,	XL
Bonds, Warrants, etc., 1887	8-9
" " 1888	38-39
Bottineau county, report of	70
Bower, W. C., bills of	234
Brown county, report of	72
Campbell county	V
Carpenter, Franklin R., report of	296
Cavalier county, report of	73
Census, school, 1887	6-7
" " 1888	26-27
" and enrollment, 1888	26-27
Certificates, Territorial	241-260
" list of	247-260
" statistics of	246
" number granted, etc., 1887	10-11
" " " " 1888	32-33
Charles Mix county, report of	74
Circular No. 7, pertaining to certificates	243
" No. 8, on Normal instruction	169
" No. 9, pertaining to Institutes	183
" No. 12, " "	192
Circular letter to city superintendents	113
" " to county superintendents	63
Cities of 200 to 400 pupils	116
" of over 400 pupils	116
City superintendents, report of	113-127
Clemmer, C. H., report of	117
" " bills of	232
Clark county, report of	76
Clay county, report of	77
College, Agricultural	XXXII
Colleges and Academies, denominational	308
Collester, J. C., Institute, report of	226
" " bills of	234
Commissioner of Immigration	XXXVI
Conclusion	XLI
Corporations, members of	XV
County Superintendency	XXXVI
County Superintendents, reports of	63-111
" " list of	64-67

	PAGE.
Course of Study	XXVI, 131-145
" " Rural Schools	132-135
" " Graded Schools	135-144
" " High Schools	145
" " Spearfish Normal School	160
Cook, F. L., bill of	234
Control, General Board of	XXXIV
Dakota University (Mitchell)	180-308
Davison county, report of	79
Day county, report of	80
Deaf Mute School, report of	301
Dempster, W. H., Institute, report of	219
" " bills of	233
" " report of Normal work	174
Decisions in Cases of Appeal	310
Denny O. T., report of Jamestown Schools	122
Denominational Schools and Colleges	308
Dictionaries, purchase of	XIX
Discrepancies, in financial reports	X
Drawing	XXVI
Edmunds county, report of	81
Education, higher	XXXIII
Enrollment	XXI
" 1887	6-7
" 1888	26-27
Equipment of Schools	22-23
Examination, Territorial	246
Expenditures	IX
Expenditures by counties, 1887	14-15
" " 1888	44-49
Faculty of Spearfish Normal School	159-161
Faulk county, report of	83
Foreign Languages in Schools	XXXVI
General Board of Control	XXXIV
Gorrie, W. F., report of Normal School	152
Graded Schools, course of study for	135-145
Grand Forks County, report of	84
Grand Forks, report of City Schools	117
Groton Collegiate Institute	180-308
Hamlin county, report of	84
Hand county, report of	87
Hanson county, report of	87
Harden, J. W., Institute, report	214
" " bills of	234
Higher Education	XXXIII
High Schools, course of study for	145
Hood, B. F., bills of	232
Hope School	308
Hughes county, report of	88
Hyde county, report of	89
Huron, Report of City Schools	126
Incidental expenses, Territorial Board of Education	XXXVII
Indebtedness	XII
Indebtedness, tabular statement of 1888	38-39
Independent cities, towns, villages and districts not represented in county superintendents reports	53-59
Institutes	XXVII, 181-234
Institute Conductors, list of	207
" " reports of	208-231
Jamestown College	180-308
Jamestown, report of City Schools	122
Jarauld county, report of	92
Jones, A. S., bills of	232
Kidder county, report of	93

	PAGE.
Kratz, H. E., report of City Schools of Mitchell	124
" " " Reading circle	235-240
" " " bill of, for Institute services	232
Language, Foreign	XXXVI
Lease of School Lands	318
Legislation needed	XXXVII
Libraries, encouragement of	XIX
" number of, 1888	28-29
Lincoln county, report of	94
List of County Superintendents	64-67
List of Schools appointed to give Normal instruction	171
List of Institute Conductors	207
List of Territorial Certificates granted	247-251
Lord, L. C., bill of for Institute services	232
Mandan	V
Materials of School Houses	XIX, 22-23
McCartney, report of Schools of Sioux Falls	117
Memorial to Congress	XL
Mercer county mentioned	V
Mercer county, written report of	95
Milner Normal School	180
" " " report of	176
Minor county, report of	96
Misdemeanor of Clerk and Chairman	XLI
Mitchell, Wm., bill of for Institute services	232
Mitchell, report of City Schools	124
National Educational Association	XXXVI
Normal instruction	XXX
" " circular on	169
Normal Schools	XXX
" " exhibit of	147-166
Normal School for North Dakota	XXXI
Ogden, John, report of Institute work	208
" " report of Normal School	176
" " bill of, for Institute services	232
Officers of Spearfish Normal School	159
Office, term of, County Superintendent	XLI
Olson, Edward, report of University of Dakota	281
Outhouses	XVIII
" number of	22-23
Patterson, E. C., bill of	232
Pembina county, report of	98
Pennington county, report of	99
Pickert, C. J., Institute report of	228
" " bills of	232
Pierre College	180-308
" " report of Normal Department	173
Plans and specifications	XVII
Potter county, report of	101
Principals, Convention of	XXVI
Printing annual report of Department of Public Instruction	XXXV
Private and denominational schools and colleges	308
Professional certificates	247
Questions used at territorial examination	252-260
Questions used at the county examinations	266-273
Ramsey county, mention of	V
Reading Circle	XXIX
Reading Circle, report of	235-240
Receipts for school purposes	IX
" 1887	12-13
" 1888	42-43
Redfield College	180-308
" " report of	174
Report, printing of	XXXV

	PAGE.
Reports of County Superintendents	63-111
" City Superintendents	113-127
" Institute Conductors	208-231
" Normal schools	147-166
" Normal departments	172-179
" Institutions for higher education	275-305
" Reading Circle	235-240
Richland county, report of	103
Roberts county, report of	104
Rowe, A. M., report of	125-127
Rural schools, course of study for	132-135
Salaries of County Superintendents	30-31
Sargent county, report of	105
Schools, equipment of	XIX
" Normal	XXX
" houses, etc	XVI
" " " 1887	2-3
" " " 1888	20-21
" " materials of	22-23
School lands	XIII, 40-41, 315-320
School of Mines	296
School for Deaf Mutes	301
Schooling, cost of	XXII
Scotland Academy	180-308
Secretary of State Normal School, report of	148
Sioux Falls University	308
Sioux Falls, report of city schools	117
Simpson, James, report of Deaf Mute School	301
Spearfish Normal School, report of	159-166
" " "	XXXI
Special merit certificate	249-251
Spink county, report of	106
Sprague, Hosmer B., report of	284-286
State Normal School	XXX
Statistical tables	1-60
St. Edwards Academy	308
St. Mary's Academy	308
Stay, J. D., report of	119-122
Studies, number of pupils pursuing each	34-35
Study, course of	131-145
Summaries, comparative	VI-IX
Teachers, associations of	XXV
" certificates of	XXIV
" examination of	XXIV
" number of	XXII, 4-5, 24-25
" wages of	XXIII, 4-5, 24-25
Teachers' Institutes	XXVII
" "	181-234
Term, length of	XX, XXXV
Text-books	XXXIV
Trow, J. A., report of	158
Trustees of Spearfish Normal School	161
Tuition, cost of	28-29
Turner county, report of	108
Union county, report of	109
Universities, reports of	277-286
Universities of Dakota	XXXI
Universities of North Dakota	XXXII
Ursuline Academy	308
Valley City, mention of	V
Visitation of County Superintendents	30-31
Visiting Committee of State Normal School, report of	155
Ward county, mention of	V
Woonsocket, mention of	V
Yankton College	180-308
" " report of	172
Yankton City Schools, report of	119-122